

Vol. 02  
2

# ATHLETIC JOURNAL

Vol. XXI, No. 3

November, 1940



Athletics and National Defense

John L. Gullik

The Trends in 1940 Football

Offense

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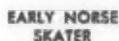
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## VOL 1

**NUMBER 4**

# HOCKEY



**P**ERHAPS more than any game, hockey has been dependent for its development on the improvement of equipment. Better skates and rinks have been particularly important. But like every game, there is no more vital single piece of equipment from the point of the players' health, safety and comfort than a good athletic supporter. Remember this when you get equipment for your athletes. Don't take chances with just any supporter—insist on one you can depend on for snug, lasting support, long wear and economy. When you order, say Bike!

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### Early skating

**Early skating**  
The earliest form of skate that we know about is that of bone runners worn by primitive Norsemen. These were fastened to the feet with thongs and used to glide over the ice, probably with the aid of a sharpened pole or staff. Norse sagas speak with pride of national achievements in skating and the early development of the art was due mainly to the Norsemen, Swedes, Danes, Finns, and Dutch. It is unknown at what time metal runners were introduced but it was probably not long after the introduction of iron working into northern Europe.

**Bandy—the beginning of modern hockey**

When men began to skate it was natural that they should develop a game which could be played on the ice. In England, in early Victorian days, some such game was played with curved sticks and a piece of wood. This game evolved to "bandy," which was actually field hockey played on ice, using regular hockey sticks and a hard rubber ball. Games were played on large surfaces, bigger than a modern football field, with up to 11 players on a team. But "bandy" was soon superseded by the form of hockey developed in Canada and America.



## Hockey in Canada

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### Hockey in the U. S.

Hockey in the United States has always been limited to the northern areas where good ice can be expected for a reasonably long season. In those areas the game is increasingly popular and although American professional teams are made up almost entirely of Canadians, the continuous flashing action, hard body contact and clever team play of hockey give it tremendous appeal for American sports crowds.



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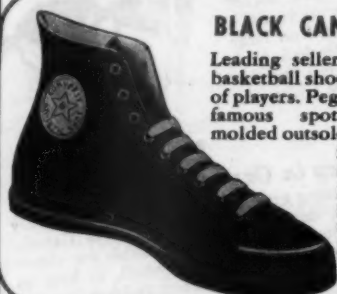




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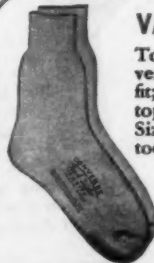


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 Kincaid High, Kincaid, Ill.  
 Milton Academy, Milton, Mass.  
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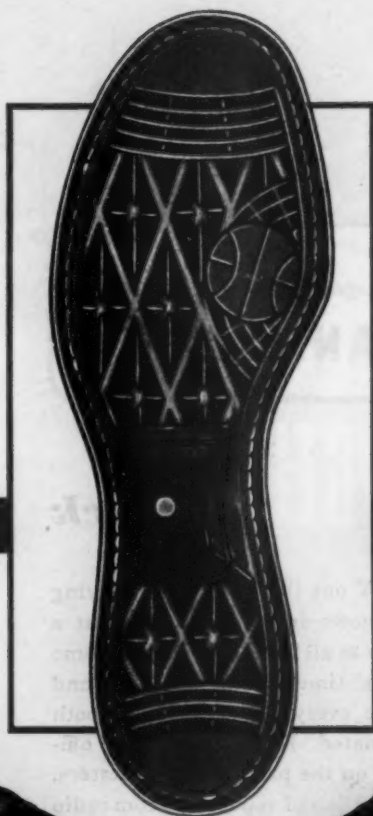


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# Athletics and National Defense

By John L. Griffith

**P**RIOR to the last World War, the American people, generally speaking, did not think of athletics in terms of military preparedness or national defense. The present war in Europe has caused us to think of these things. A distinguished general has recently stated that the main reason why Germany was able to march through France was not because Germany had superior equipment but because the German soldiers were better trained physically. In other words, the French were not mentally, physically and spiritually as well trained for the contest as were the German soldiers.

Some of this has been transmitted by war correspondents and others, and today the American people believe that a physically fit citizenry has a better chance of being on the winning side in a war than a people that are soft or do not like competition.

Another reason why the War Department and the American people are thinking of national defense, partly in terms of physical training, is because, in the last war, the War Department recognized athletics as a morale agency. Only a few of the commanding officers thought of athletic training in terms of military training for the soldier, but, for the most part, the army officers tolerated company, regimental, and division athletics because they believed that they might have something to do with promoting a good morale on the part of the enlisted force.

At the end of the war, however, a great many of the high ranking officers expressed the opinion that athletic training might be considered, if properly conducted, as a part of military training.

In one camp twenty years ago, a physical efficiency test was given several thousand of the men and this test revealed that only about 28 per cent of those tested could throw a hand grenade ninety feet, jump a ten-foot ditch, climb an eight-foot wall, and run fifty yards in ten seconds. The officers in that division realized that, even if their men were disciplined and could shoot straight, they were not fully



Photo by Leo D. Harris

Killedeer and Beach, North Dakota, High School teams shake hands before the football game.

trained for offensive warfare if they could not run, jump, climb and throw fairly effectively.

The commanding officers of the National Guard units that today are composed of some 378,000 men, are reported to favor athletic training within the camps. Some of the National Guard gentlemen would like to commission school and college coaches who have shown that they are specially qualified for the work to serve as division and regimental athletic officers.

The regular army has established a morale division and has announced that one of the functions of the morale officers will be the promotion of athletics within the camps. It has further been announced that the athletic officers in the regular army outfits will be commissioned officers.

While a million or more men will be trained in the camps, and possibly will be given a certain amount of athletic training, some thirty million young people in the schools and colleges will be aided by the educational institutions through their health, education, physical education and athletic departments. Although the army at the time of the last war recognized to some extent the value of athletics either as a morale agency or in terms of health and

physical training, no thought was given by the government to the program within the educational institutions. Following the war, however, some civilians who had noted that approximately one-third of our young men had been rejected for military and naval service suggested that we try to correct the situation before another war started. These men were largely instrumental in the passage of compulsory physical education laws in thirty-seven states. These laws have to do with physical education programs in the public schools. How much has been accomplished by the schools and colleges in the matter of improving the health and physical efficiency of our young men will not be known until the new draft statistics are compared with the 1917 statistics.

This seems clear, that, if the schools and colleges give a comprehensive course in health and physical education to all of their students, it will not be necessary for the war department or the government to send the young people of pre-military or military age to camps for training. On the other hand, if our schools and colleges do not train the young men who are enrolled in these institutions for what possibly lies ahead, then it is reasonable to assume that perhaps the war department

or some other branch of the government will assume the responsibility of doing this work.

Several of the colleges and universities have announced that, in an effort to co-operate in the national defense program, they have made physical education compulsory for the four undergraduate years. If the schools and colleges enter into this work with the enthusiasm that may be expected from institutions that are in favor of the perpetuation of the American state, then our coaches and athletic direc-

tors in the educational institutions will be performing a necessary function and those who are not inducted into the service will, after all, be serving much as will those who will be with the colors.

In addition to the athletic programs for the men in uniform and the physical health and athletic training for the boys and girls, young men and young women in the educational institutions, some agency should provide recreation and athletics for the young people of the community under thirty-six years of age. This publi-

cation has called attention to the community plan that has been worked out in the state of Minnesota. The school is quite generally the bulwark of the community recreation and athletic set-up. In most places the high school physical and athletic director, instead of working nine months and being paid accordingly, is asked to work on a twelve-months basis at an increased salary. This means, of course, that, besides carrying on his usual work for the school children, he promotes recre-

(Continued on page 53)

# The Use of the Legs in Intercollegiate Wrestling

By George Belshaw

Plymouth High School, Plymouth, Ind.

**T**HE use of the legs has long been a debatable question among coaches of amateur wrestling. Many coaches claim that their wrestlers always get into trouble when they use their legs while wrestling on the mat. The writer believes that the greatest trouble comes from poor functional posture and improper execution. It is with this thought in mind that the following points are noted:

1. It takes longer for a wrestler to learn to use his legs properly than it does for him to learn to use his arms.

2. A leg-wrestler needs to develop a good sense of balance.

3. The most advantageous functional posture must be maintained at all times.

4. A leg-wrestler must have flexible joints throughout his legs, that is, joints with a relatively large degree of movement. The movements which developing exercises should especially stress are (1) outward rotation of the hip, (2) plantar flexion, inversion, and adduction of the foot, and (3) dorsal flexion, eversion, and

abduction of the foot.

It is recommended that the feet bear the weight of the body while the wrestler is performing exercises for eversion and abduction of the feet.

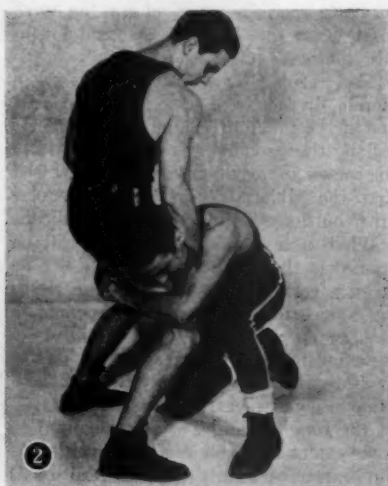
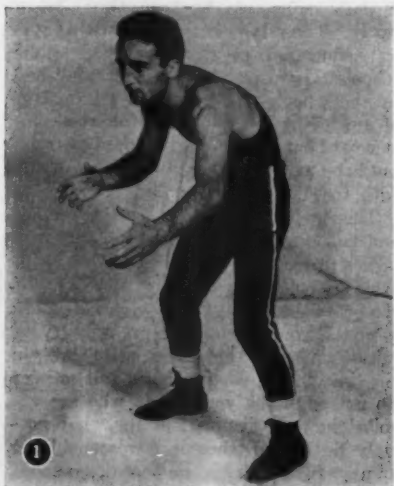
Some advantages of leg wrestling are: 1. There are at least three good pinning holds in which the legs play a prominent part. 2. The wrestler's legs are stronger than his arms and, therefore, will help conserve energy. 3. It is easier for a wrestler to work his legs on a boy in his weight or in the weight above him than it is for him to use his legs on a boy in the weight below him. The proper use of the legs will, therefore, remove the necessity of a wrestler trying to train down to a lower weight.

The boys in the pictures are both Indiana products, developed by Coach Thom. Bob Antonacci (long tights), a senior, was last year's National Intercollegiate champion at 121 pounds. Ben Wilson, a junior, was last year's Big Ten champion at 135 pounds.

Illustration 1 shows the best functional position for Bob while approaching his opponent. The hips and knees should be slightly flexed with most of the weight on the front part of the foot. The wrestler should not stand with his heels off the mat, as this would hinder a quick plantar flexion and slow down the movement of the entire leg. If Bob should move to his right, his first step should be with his right foot and then his left foot should move the same corresponding distance.

Illustration 2 shows a good fundamental position for Bob while executing a double leg drop. He has a good triangular base and has brought his legs underneath him while dropping for Ben's legs. Bob's next move would be a further flexion of the elbows followed by an extension of the spine and then an extension of the hips. Bob should not attempt to straighten his legs until after an extension of his spine as this would be poor body mechanics.

Illustration 3 shows both boys with good leg positions for the particular situation







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that each is in. Ben, in attempting to pull Bob down to the mat, tries to get as much weight on Bob as he can and, at the same time, keep his legs in a good defensive position. Bob is keeping his legs underneath him and using one elbow for an upper body brace until he can work Ben's arms loose.

Illustrations 4 to 9 inclusive show Bob applying the top body scissors for a pin. In Illustration 4 Bob has started into a quick one-two. That is, he starts into this position from the referee's position on the mat and is shooting first his left leg and then his right leg in. Notice that his left leg has not been put in very far. He has also shifted his weight to the right, allowing free movement for his right leg. This is an example of maintaining excellent functional posture.

In Illustration 5 Bob has both legs in. His knees should be a little wider. As Bob brings Ben to the mat he will flex his arms, further extend his back, outwardly rotate his hips, and, at the same time, extend his hips.

In Illustration 6 Bob and Ben have reversed positions. Both of these boys are excellent leg wrestlers. Ben has brought Bob to the mat. His back is extended. His hips are extended and at the same time outwardly rotated so that his knees are as wide as possible. This makes it impossible for Ben to be rolled off and at the same time permits him to exert a great deal of pressure on Bob's back. Both feet are turned out and Ben can exert more pressure by raising his heels off the mat.

In Illustration 7 Ben has started to pin Bob. His hips have been flexed just enough to enable Bob to turn. Ben's right foot has been placed on top of his left foot so that Bob's right leg cannot be forced between them as he rolls over.

Illustration 8 shows the best position of the legs for the actual pin with the top-body scissors. It perhaps would be better if Ben's feet were crossed about four more inches. The feet should not be hooked as this would not permit Ben to keep his knees wide enough.

Illustration 9 shows Ben grape-vining Bob's legs. This should be done if Bob places his legs in a position for a bridge.

Illustration 10 shows another method of getting the scissors. Bob, in starting from the referee's position, is using his own right leg to pull Ben's left leg up and over his left leg. Bob first got control of Ben's right arm so that when he got his left leg in position he could swing his right leg around and in without having it blocked. Bob also keeps Ben's right shoulder down so that Ben cannot roll him to the left.

In Illustration 11 Bob has maneuvered Ben on his side. Bob then controls the underneath arm in the manner shown and goes for the top-body scissors.

The figure-four scissors and the head scissors will be discussed in the December issue of the *ATHLETIC JOURNAL*.



8



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11

# Football Offense of 1940 in the Colleges

EVERYONE knows, of course, that it would be impossible to give a comprehensive survey of football offense as used each year by the 12,000 colleges, universities, junior colleges and secondary schools sponsoring the game. It is more with an idea of furnishing an historical record of the style of offense each year that a few plays are recorded.

There are some plays repeated in the selections, due to the fact that it was the attempt of the editor to have as many sections of the country as possible represented.

## The East

Diagram 1 shows an off-tackle play to the weak side of an unbalanced line, ending up with a lateral pass. This play scored a touchdown for Columbia against Georgia. The ball is snapped to 4 who drives outside the defensive right tackle. One leads the play and is in position to receive a lateral from 4. Two and 3 block the defensive right end out; 6 takes the defensive right tackle in; 8 leads the play and blocks the weak-side line-backer in.

In Diagram 2, a play that Pennsylvania employs for long gains, the ball is snapped to 3 who goes to the left four steps and cuts sharply inside the defensive right

tackle. Two blocks the defensive right end out; 8 blocks the defensive right tackle out; 6 and 7 team on the defensive right guard. One blocks the defensive left line-backer while 11 is assigned to the defensive right line-backer. The 4 back fakes wide.

Cornell University uses a forward-pass play to the blocking back very successfully, Diagram 3. The ball is snapped to 4 who goes to the left and forward-passes to 2. Three blocks the defensive right end; 7 blocks the defensive right tackle; 5 runs down the field and tries to take the defensive right halfback in and also draw the safety's attention; 6 blocks the defensive right guard.

Diagram 4 shows a Syracuse half spinner inside the weak-side defensive tackle.

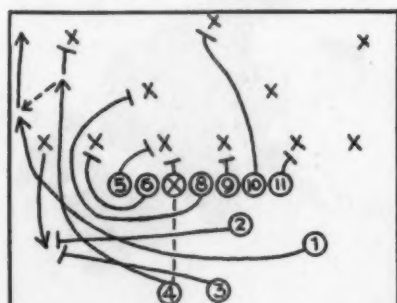
The ball is passed to 4 who fakes to one, half spins and drives inside the defensive right tackle. The blocking is as follows: 2 blocks the defensive right tackle; 5 blocks the right line-backer; 6 takes the left line-backer; 7 and 8 team on the defensive right guard. Nine drops back to lead the play.

## The South

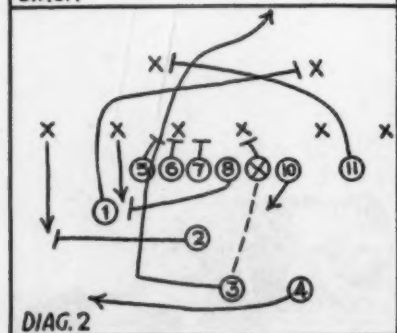
Diagram 5 shows a Maryland double-reverse in which Murphy, the Southern Conference sprint star, carries the ball around end on the strong side. The ball is snapped back to 3 who starts to the right, gives it to 1 who gives it to 4 for an end-around. Two blocks the defensive left end; 11 blocks the defensive left tackle; 10 takes the defensive left guard; 9 blocks the defensive right guard. Eight leads the play.

In Diagram 6, Florida's triple lateral play, the ball is snapped to 3 who goes to the right and laterals to 2. One or 4 may receive a lateral from 2. Three blocks the defensive left end after lateralling the ball to 2, and 11 blocks the defensive left tackle.

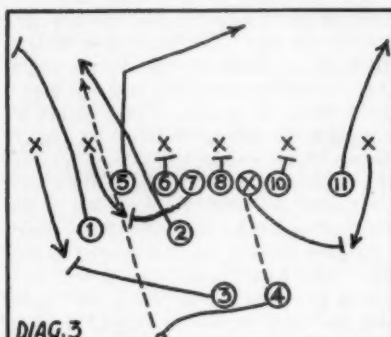
The play illustrated in Diagram 7 is a quarterback sneak to the weak side. Three and 4 carry out the fake to the strong side. The ball is snapped to 2 who sneaks



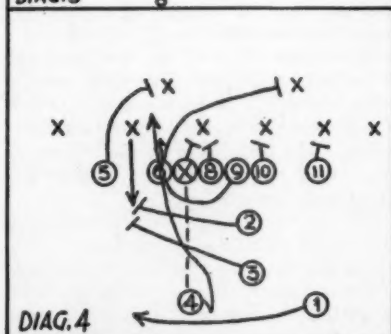
DIAG. 1



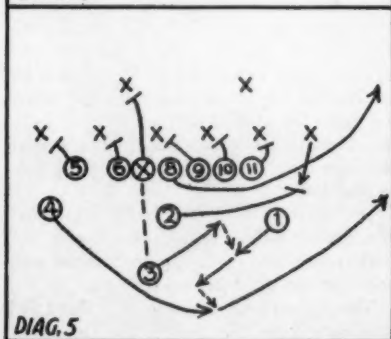
DIAG. 2



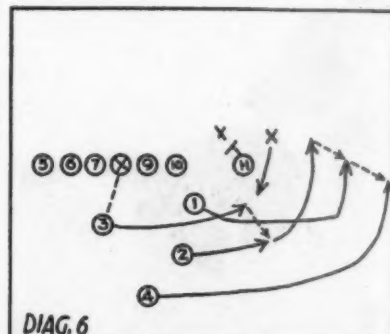
DIAG. 3



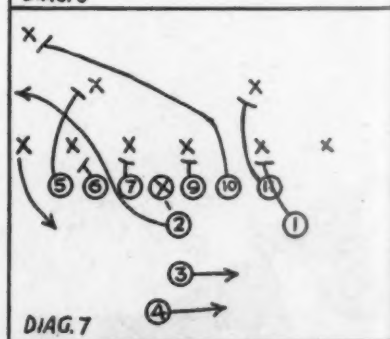
DIAG. 4



DIAG. 5

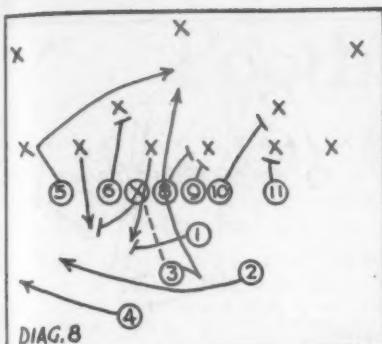


DIAG. 6

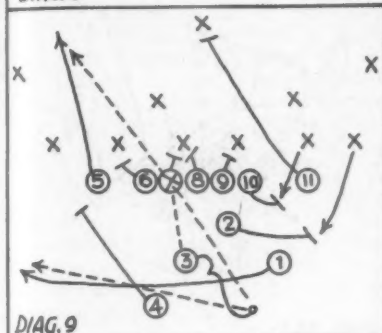


DIAG. 7

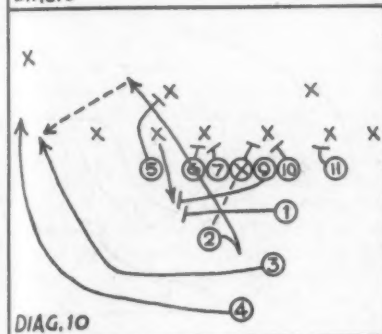




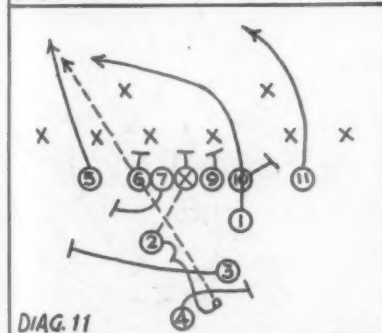
DIAG. 8



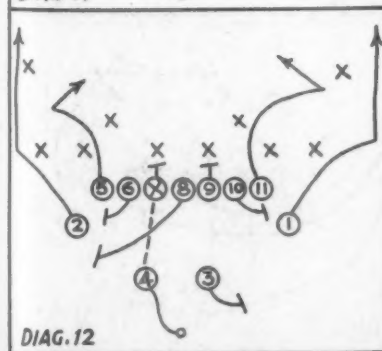
DIAG. 9



DIAG. 10



DIAG. 11



DIAG. 12

inside the defensive right tackle.

### The Southwest

The University of Texas uses a half-spinner play where the defensive right guard is trapped (Diagram 8). The ball is snapped to 3 who half-spins, fakes to 2 and drives into the line over center. Five brushes the defensive right end and goes to the right; 6 blocks the defensive right line-backer. The center pulls out and blocks the defensive right tackle. The defensive right guard is trapped by 1. Eight and 9 team on the defensive left guard; 10 takes the defensive left line-backer and 11 blocks the defensive left tackle.

Diagram 9 shows a pass play used also by the University of Texas. The ball is snapped to 3 who fades back and passes to 5, 1 or 11. Four blocks the defensive right end; 6 blocks the defensive right tackle; the center and 8 block the defensive right guard; 9 blocks the defensive left guard; 10 blocks the defensive left tackle; 2 takes the defensive left end. One swings around and may receive a lateral or forward pass if the other possible receivers are not free.

In Diagram 10, an Arkansas trap play on the defensive right tackle is shown. The ball is snapped back to 2 who half-spins and fakes to 3 and then drives inside the defensive right tackle. Five blocks the defensive right line-backer; 6 and 7 block the defensive right guard; 9 and 1 trap the defensive right tackle. Three and 4 run wide around the defensive right end to keep him from getting into play.

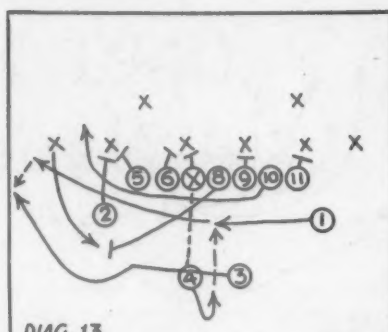
A forward-pass play used by the University of Arkansas is diagrammed in 11. The ball is snapped to 2 who fades back and passes to 1, 5 or 11. Three and 4 protect the passer. The blocking is as diagrammed.

In the pass play, Diagram 12, from a double-wing formation the ball is snapped to 4 who fades back and passes to 2, 5, 11 or 1. Eight and 3 protect the passer.

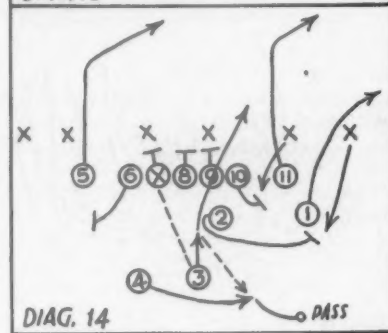
In the Texas Christian shovel-play, diagrammed in 13, the ball is snapped to 4 who fades back and shovel-passes to 1. One goes to the left and laterals to 3. Eight blocks the defensive right end out; 2 and 5 block the defensive right tackle in; 6 and the center team on the defensive right guard; 10 leads the play.

A lateral forward-pass play used by Southern Methodist is shown in Diagram 14. The ball is snapped to 3 who drives into the line inside tackle, giving the ball to 2. Two laterals to 4 who passes to 1 or 11. Two blocks the defensive left end and 10 blocks the defensive left tackle.

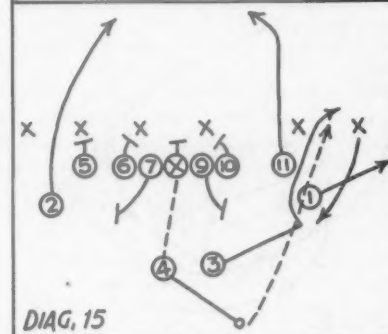
A short pass in the flat zone from a double wing formation as used by Texas A. & M. is shown in Diagram 15. The ball is snapped to 4 who fades back and to the right for a pass to 3 in the flat. Three bumps the defensive left end and goes across the line of scrimmage. Seven and



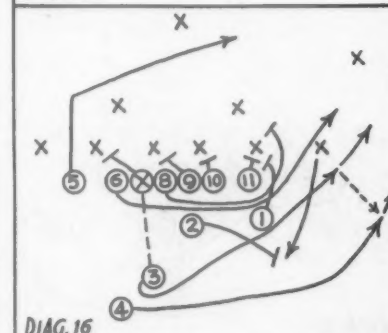
DIAG. 13



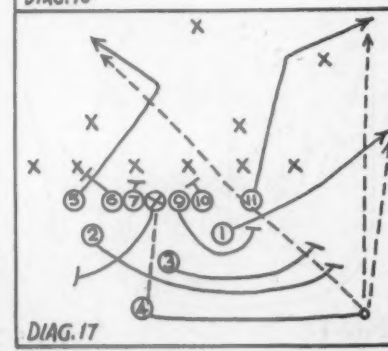
DIAG. 14



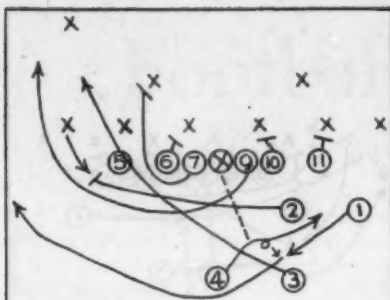
DIAG. 15



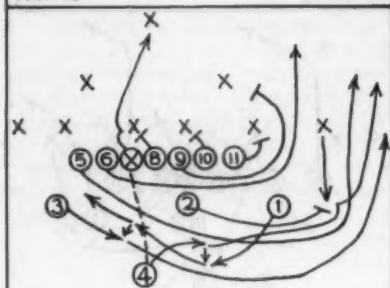
DIAG. 16



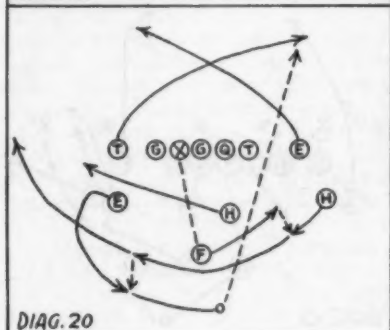
DIAG. 17



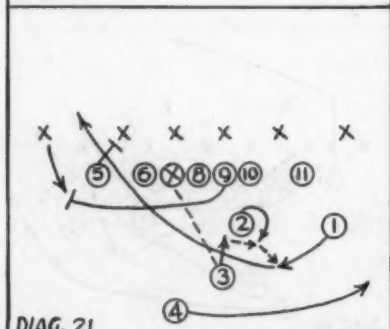
DIAG. 18



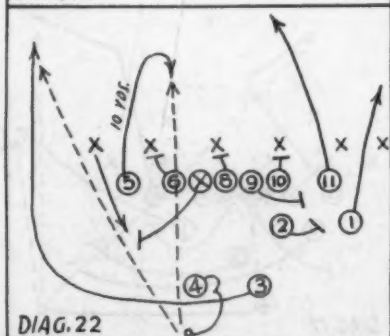
DIAG. 19



DIAG. 20



DIAG. 21



DIAG. 22

9 drop back to protect the passer.

Diagram 16 shows a spinner with lateral as used by Rice. The ball is snapped to 3 who spins and drives inside the defensive left end. After he gets by the end, he may lateral to the 4 back. Two blocks the defensive left end out. One and 11 block the defensive left tackle in. Six and 8 lead the play.

A forward pass from a double wing formation as used by Baylor is shown in Diagram 17. The ball is snapped to 4 who goes to the right and passes to 5, 11 or 1. The center drops back to block the defensive right end; 6 blocks the defensive right tackle; 7 takes the defensive right guard; 9 blocks the defensive left tackle; 10 blocks the defensive left guard; 3 blocks the defensive left end. Two protects the passer.

### The Missouri Valley Section

A fake fullback reverse as used by Creighton is shown in Diagram 18. The ball is snapped to 4 who fakes to 3 and gives the ball to 1. Nine and 3 lead the play. Two blocks the defensive right end.

Diagram 19 shows a double-reverse around-end play as used by Drake. The ball is snapped to 4 who gives the ball to 1. One on reverse gives it to 3 who sweeps around his right end. Two blocks the defensive left end in; 9 blocks the left line-backer and 11 takes the defensive left tackle. Six leads the play.

### The Big Ten

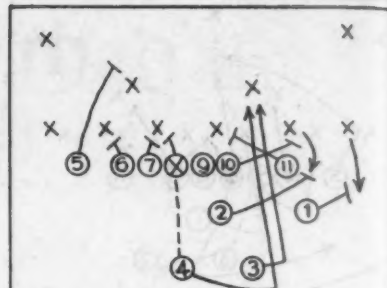
Illinois is using a reverse play with a lateral, ending with a forward pass with tackle eligible. See Diagram 20. The left end drops back, the left tackle is in end position and the quarter goes into the line. The ball is passed to the fullback who goes to the right, and gives the ball to the wing-back who reverses, laterals to the end who forward-passes to the tackle as shown in the diagram.

Diagram 21 shows an off-tackle play used by Minnesota. The fullback 3 receives the ball, drives into the line and gives the ball to 2 who gives it to 1. One runs off tackle on the weak side. Nine blocks the defensive right end out; 5 blocks the defensive right tackle in.

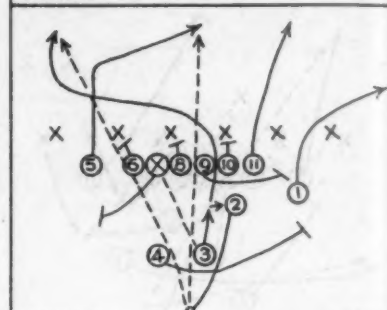
A forward pass play as used by Indiana is shown in Diagram 22. The ball is snapped to 4 who fades back and passes to 3, 5, 11 or 1. The protection is shown in the diagram.

Diagram 23 shows a cut-back used by Wisconsin. Four receives the ball and goes to the right, cuts sharply inside defensive left tackle. One blocks the defensive left end out. Ten and 2 block the defensive left tackle out; 11 blocks the defensive left guard in. Note the cross-blocking of 10 and 11.

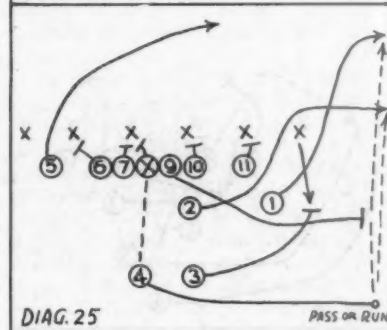
In the forward-pass play used by Ohio  
(Continued on page 37)



DIAG. 23



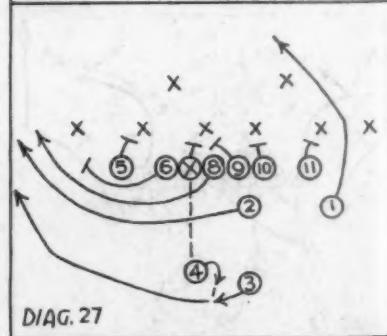
DIAG. 24



DIAG. 25



DIAG. 26



DIAG. 27

# Football Offense of 1940 in the High Schools

## Alabama

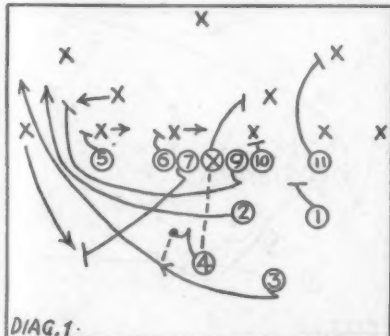
**D**IAGRAM 1 shows a fullback reverse. The ball is passed to 4 who pivots and gives it to 3 for a drive off tackle. Two and 9 lead the play. Seven blocks the defensive right end; 5 blocks the defensive right tackle; 6 takes the defensive right guard.

In Diagram 2 a pass from a short kick is shown. The ball is passed to 1 who fakes to 2. One then completes the spin and passes to the left end whose path is indicated. The high schools in Alabama pass from any place behind the line of scrimmage.

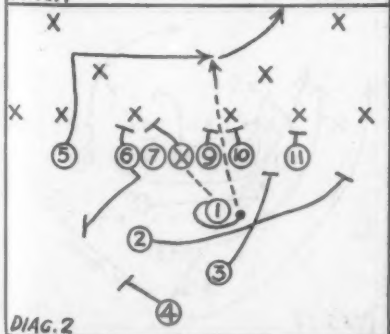
Defense: The prevailing type of defense is the 6-2-2-1. Some still use the 7-man line and some use the 5-3-2-1 especially against a passing team.

## Arkansas

A lateral pass from a single-wing unbalanced line is shown in Diagram 3. The ball is passed to 3 who fakes a plunge passing the ball to 2 who spins and passes a fast under-hand lateral to 4 running wide to the right. Five and 6 go down to lead the play. The center and 8 block the defensive right guard; 9 takes the defensive left guard. Ten blocks the left line-backer; 11 blocks the defensive left tackle and the blocking back, 1 takes the defensive left end.



DIAG. 1

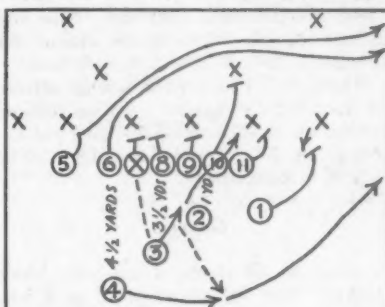


DIAG. 2

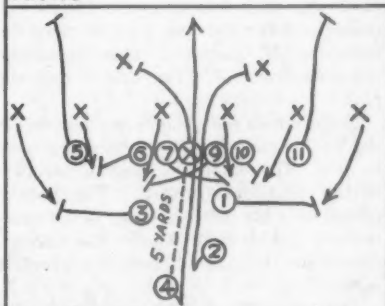
Diagram 4 shows a fake buck from a short-punt formation. The ends 5 and 11 go down and block the defensive half-backs. The tackles 6 and 10 are assigned to the defensive tackles. Nine crosses over and blocks the right guard; 7 blocks the defensive left guard; 1 blocks the defensive left end; 10 blocks the defensive left tackle; 3 blocks the defensive right end. The center blocks the defensive center. Two leads the play and blocks the defensive left line-backer. The ball is passed to 4 who fades back to pass and plunges into the line over the offensive center.

## Arizona

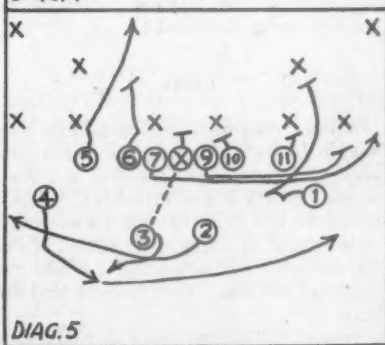
Diagram 5 illustrates a wide reverse from a double wing. The ball is passed to 3 who fakes to 2, then gives it to the wing-back 4. One starts to the left, changes



DIAG. 3



DIAG. 4



DIAG. 5

direction and goes for the defensive left line-backer. The guard 9 blocks the defensive left end in and 7 leads the play.

Defense: The prevailing type is the 6-man. Last year several schools experimented with the 5-man and this year the latter is being used more frequently.

## Colorado

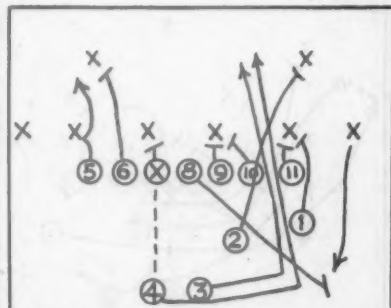
In Diagram 6 a cut-back inside tackle is shown. Five brushes the defensive right tackle; 6 blocks the defensive right line-backer; 8 blocks the defensive left end. Two blocks the defensive left line-backer. Nine and 10 team on the defensive left guard; 11 and 1 team on the defensive left tackle. The ball is passed to 4 who starts to the right and cuts inside tackle. Three leads the play.

Diagram 7 shows a lateral pass that has netted many yards. The ball is passed to the fullback 3 who fakes to 4, then drives up to the line, jumps and passes to the left end 5 who may lateral to the wing-back 1.

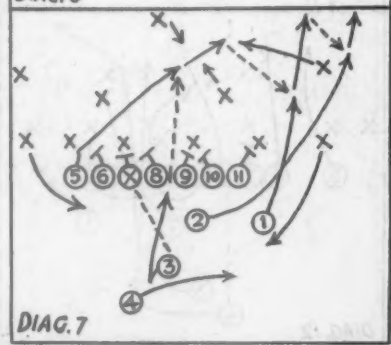
Defense: Most of the teams use a 6-2-2-1 defense. A few coaches are using a sliding 5-man line with a 3-2-1 set-up in the back-field.

## Connecticut

In Diagram 8 the ball is passed to 2 who pivots and fakes to 1 who continues to the left. Two laterals to 3 who forward-passes

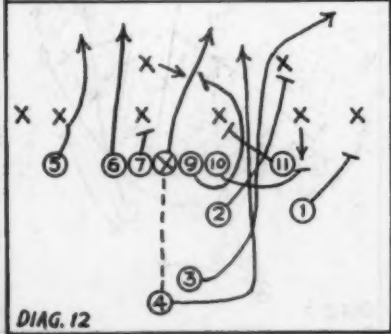
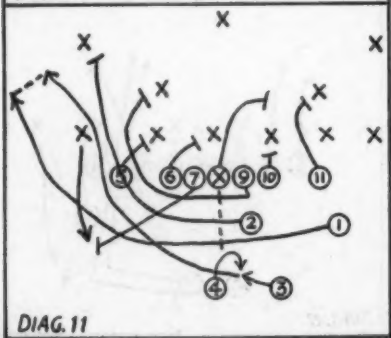
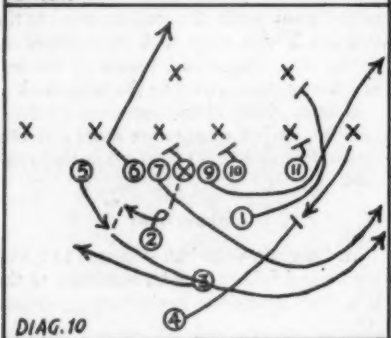
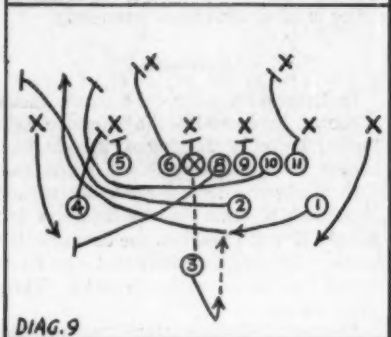
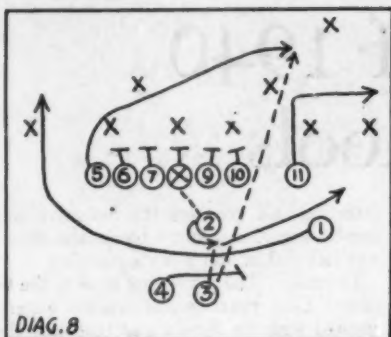


DIAG. 6



DIAG. 7





to the left end 5. Back 4 protects and blocks the defensive left tackle. Two, after the lateral, goes out to the right and may receive a short pass.

#### Florida

A short pass from a double wing, unbalanced line, strong side to the right, is shown in Diagram 9. The ball is snapped to 3 who fades back and shovel-passes to 1 coming around back of the line of scrimmage. Ten and 2 lead the play. The guard 8 blocks the defensive right end out. Four and 5 team on the defensive right tackle.

An end-around play from a short punt formation used successfully is shown in Diagram 10. The ball is snapped to 2 who fakes to 3 and on a full spin gives it to the left end 5 who swings wide around his right side of the line. Four blocks the defensive left end in. Sometimes the defensive left end is blocked out and 5 goes off tackle. Seven leads the play.

Diagram 11 shows a fullback reverse with a lateral. The ball is passed to 4 who pivots and gives it to 3 who drives inside the defensive right end. Nine and 2 lead the play. One comes around for a possible lateral from 3 as indicated.

Defense: The predominating defense is the 6-2-2-1. Against a strong running attack teams shift to 6-3-2. Goal line defenses are 7-1-2-1 and 8-man lines. The 5-man is rarely used.

#### Georgia

Diagram 12 shows a cut-back inside tackle. The ball is snapped to 4 who starts wide and cuts back inside tackle. Note the cross blocking; 10 blocks the defensive left tackle out and 11 takes the defensive left guard in. One blocks the defensive left end. Two and 3 lead the play.

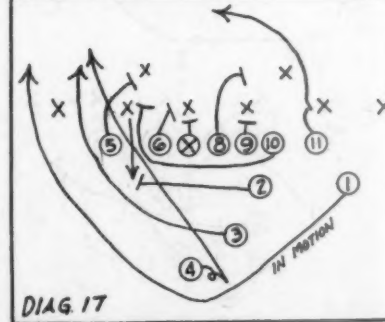
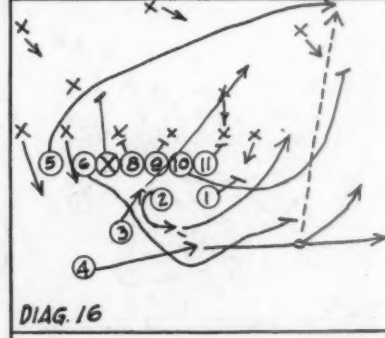
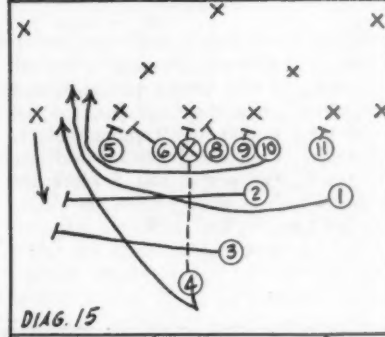
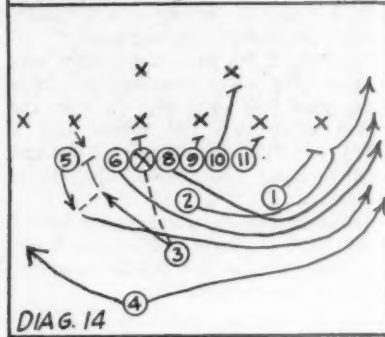
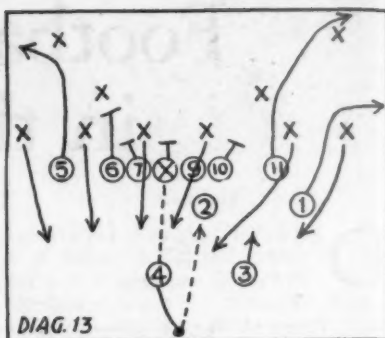
In the screen pass, shown in Diagram 13, the ball is snapped to 4 who fades back to pass. The defensive linemen are permitted to come through. The ball is passed over the defensive men to the quarterback 2 who yells "Go." The linemen then drive forward blocking the defensive men.

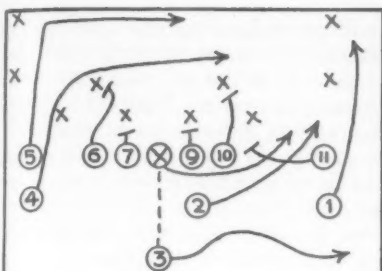
Defense: The 6-2-2-1 seems to be the prevailing defense although a few teams are now using the 5-3-2-1.

#### Idaho

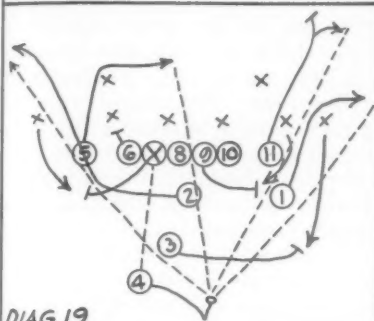
A most consistent ground-gaining play seen in Idaho is shown in the end-around play of Diagram 14. The ball is passed to the fullback 3 who drives into the line giving the ball to the left end 5 who sweeps wide around the right end. Eleven blocks the defensive left tackle and 1 blocks the defensive left end. Two, 6 and 8 lead the play.

One of the strong teams of Idaho uses

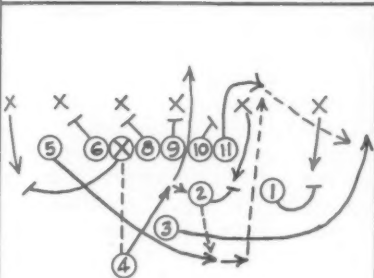




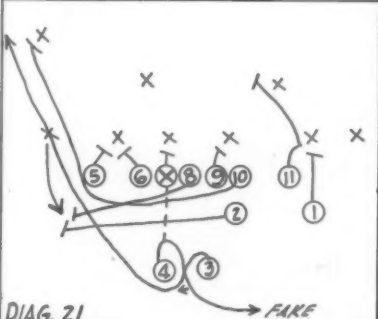
DIAG. 18



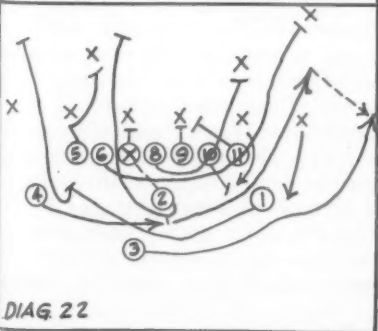
DIAG. 19



DIAG. 20



DIAG. 21



DIAG. 22

a fake pass and run-play to the inside and outside of the weak-side defensive tackle with almost the same blocking on the two plays. In Diagram 15, the ball is passed to 4 who fakes a pass and drives outside the defensive right tackle. Two and 3 take the defensive right end out while 5 and 6 block the defensive right tackle in. One and 10 lead.

In Idaho more ground is gained on the time-honored off-tackle play than on any other play. While a majority of schools use a single-wing formation, there are a great number of coaches whose teams line up in a "T" formation and shift from it to a short punt.

Defense: The 6-2-2-1 defense is used except for special goal-line defense situations, by 95 per cent of the Idaho coaches. Possibly only one team uses four, five, six, seven and eight-line defenses with a system of defensive signals.

#### Illinois

In the optional pass or run play diagrammed in 16, the ball is passed to 3 who drives into the line, giving the ball to 2 who has pivoted. Two lateral-passes to 4. Eleven blocks the defensive left tackle in and 1 takes the defensive left end in. Ten pulls out to block the defensive left halfback if a running play. Six pulls out of the line to protect if a pass is called.

Defense: The prevailing defense is the 6-2-2-1. However, this year the 7-1-2-1 is returning.

#### Indiana

In the half-spinner, shown in Diagram 17, the ball is passed to 4 who half spins and fakes to 1 (1 starts about one count ahead of the ball). Four drives inside the defensive right tackle who is trapped by 2. The left end 5 blocks the right line-backer in and 3 takes the defensive right end if necessary. One continues around for a lateral.

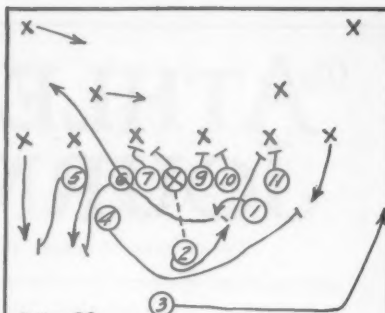
Diagram 18 shows a spread formation from which a pass or run may be used. The blocking shown is used if a run is called. If a pass is made, 6 and 10 must not block the defensive line-backers but should block the defensive tackles.

#### Iowa

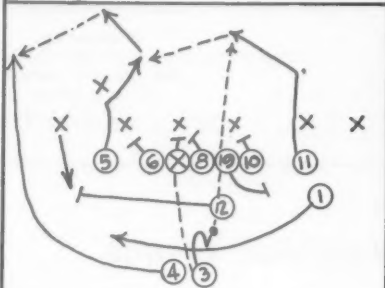
In the four-way pass from a single-wing, unbalanced line, Diagram 19, the ball is passed to 4 who goes two steps, if passing to the right or left end; three to five steps if passing to the wing-back and three steps if passing to the quarterback. Eleven should be alert to block the defensive halfback if the ball is passed to 1.

A lateral to the left end is shown in Diagram 20. The ball is passed to 4 who drives into the line, giving the ball to 2

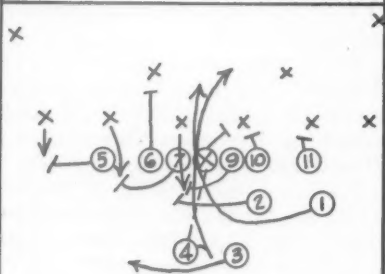
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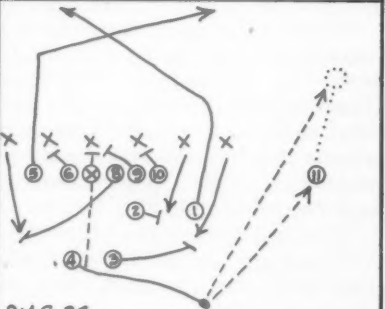
DIAG. 23



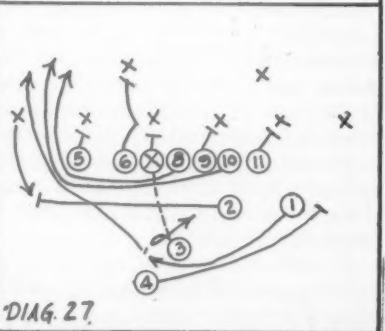
DIAG. 24



DIAG. 25



DIAG. 26



DIAG. 27



# The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

Vol. XXI November, 1940 No. 3

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JOHN L. GRIFFITH, Editor

## Football Trends

WITH the football season half gone, it is possible to analyze some of the trends in high school and college football.

First, what about the balance between offense and defense? Apparently the teams have scored more freely this season than for a number of years. One Saturday afternoon Notre Dame defeated Carnegie 61 to 0; Boston College won from Idaho 60 to 0; Cornell from Syracuse 33 to 6; Tennessee beat Alabama 27 to 12; Nebraska defeated Kansas 53 to 2; Missouri scored 30 points, Iowa State 14, and Stanford won from Washington 26 to 14. The coaches have perfected their pass offense and undoubtedly this accounts in part, at least, for the free scoring that has been in evidence throughout October.

Before the season started, there were some who feared that national and world affairs would cut down the attendance at college games this fall. However, the attendance has exceeded all expectations and many games have attracted the largest crowds that have ever seen college football games in university stadia. It is our opinion that the attendance records for 1940 will better the 1939 figures.

What about the age-old amateur problem as it affects college football? While there are still those who insist that the university should hire its players, the trend seems to be more and more toward the maintenance of the amateur rule. The National Collegiate Athletic Association code that was adopted at the Convention last December in Los Angeles, has been approved by practically all of the presidents of the colleges and universities that compose this Association. More institutions have within recent months announced their determination to operate their athletics on a non-paid-player basis than there are institutions that have come out for open subsidization.

In this connection, the usual number of articles have appeared accusing the college and university men of hypocrisy and insisting in the main that all of our athletes should be paid; that they are being

paid; and that the college and university authorities are hypocrites because they do not agree that all the athletes are being paid. It is the old, old argument which does not seemingly lessen the interest in football nor disturb any except those who professedly are not fond of the game. We have on other occasions suggested that the perfectionists, namely, the men who accuse the college athletic administrators of not being perfect, perhaps are not themselves perfect. They might write articles attacking religion and the churches because none of the members of our various churches lead perfect lives. They might attack the members of the medical profession or of the legal profession or any of the other professions because some of the doctors, lawyers, and teachers now and then fail to live up to their professional codes. We do not defend the colleges and universities that, although pretending to be conducting their athletics on a non-paid-player basis are cheating. For twenty years we have been championing the amateur principle and we believe not only that amateur athletics, properly conducted, are rich in returns, but that there is far more amateurism and less professionalism in college and high school football than the critics would have us believe.

One critic has recently referred to the college players as "Football's White Slaves." This gentleman suggests that the players do not play because they like to play football; that they are sent out on the gridiron to make money for their masters, in other words, that they are football's white slaves. The writer of this editorial has been connected with athletics for a great many years and he has yet to find a boy who *had* to play football on a school or college team. Some may say that the athletes who are working their way through college could not have obtained jobs which means that they could not have attended college if they had not played football. The fact is, however, that the athletes who are working their own way are a very small number as compared with the boys who are not in intercollegiate athletics who are also supporting themselves in whole or part. The point, of course, is that if a non-athlete can work his way through college, an athlete should be able to do the same, even though he did not engage in athletic competition.

## Sports Make Men

AS reported by Henry McLemore in *Look Magazine*, Mr. Wendell Willkie recently said regarding athletics and especially personal contact sports: "Where did these men learn that anything was better than showing the white feather? In their games—in the games they played and the games they watched. In sport, the successful, respected competitors are those who carry on past the point of normal endurance. Even in children's games Americans learn that. Sports make men. This country needs men. All you have to do is put two and two together to discover that this country needs sports."

Sport, through the years, especially amateur

sport, has made two great contributions to our American civilization. First, as Mr. Willkie has said, in sport almost anything is better than showing the white feather. Men may do less than their best in other activities of life and still get by, but a boy who does not give all that he has and then some in an athletic game shows the white feather and the man who shows the white feather on the football field, for instance, is forever looked down upon by his team mates and those who watch him play.

The second great contribution is that sport teaches men to play the game according to the rules, to concede that their opponents have rights that should not be violated and to refrain from alibiing defeats.

These are old truths that have been stressed over and over again. The cynics make fun of us when we suggest that athletics develop desirable character traits both in the players and in the spectators, yet we know that sports properly conducted are of value in enriching the lives of the American people and that they do place proper emphasis upon virtues which ennoble the race.

## *Fifteen Years Hence*

MANY people are trying to look into the future to see what the world may be like in 1955. If we, who are engaged in athletic work in the schools and colleges, knew the answer to this question, we could better guess what our athletic situation would be fifteen years from now. After all, national philosophies affect to some extent our athletic philosophy and, above all, political conditions may be responsible entirely for the trend that athletics will take in the years ahead.

Some learned writers are predicting that following the war in Europe and in the Orient there will be revolutions and upheavals that will affect the peoples of those countries, no one can say how. If the totalitarian governments survive whatever upheavals or revolutions may come, then we may expect to see athletic sports dominated by the supreme rulers of the countries in question. If, on the other hand, government by the people in some form or other is established in the warring nations, then amateur athletics likewise will increase in popular favor.

No one can say that the events in Europe and in the far East do not affect the lives of the American people. Our present conception of life as we have known it in the United States has had some things in common with our conceptions of athletics. We have realized that in a democracy in a republic, as in our athletic world, rules are necessary; the players must play according to the rules; each must be guaranteed an opportunity to do the best he knows how, and everyone who does his best is lauded and the one who shirks is frowned upon.

We have always felt here in America that every boy, no matter how humble his beginning, could rise to the heights if he had the ambition and was willing to pay the price for success. Likewise we have always held that no boy had to come out for the team but, if he wished to try for the team, he

would be given an opportunity even though a coach might feel that he never would be able to make it.

If fifteen years from now we will be living under some form of totalitarian government, then the all powerful state will of course control our athletics as it will direct our lives and manage our property and do our thinking for us. If, on the other hand, the people who are here in 1955 are living under a free form of government, then we may hazard the prediction that our athletics in the schools and colleges of that day will be vastly improved over the athletics that we know today and their values perhaps will be more appreciated even than they are now appreciated.

One reason why we make bold to predict that, other things being equal, our athletics in the schools and colleges fifteen years from now will be better conducted and on a larger scale than are our athletics of today is because, without doubt, the educational institutions are doing a better job through their health, physical education and athletic departments than they were fifteen or more years ago.

There are unlimited opportunities for the coaches and athletic directors to figure out ways in which athletics may be improved.

## *The Olympic Games*

MANY are asking these days whether or not the Olympic Games will ever be revived. This, of course, is a question that no one can answer. For our part, we hope and pray that some day the cat force that Galsworthy speaks about will be superseded by another force which we call sportsmanship. It is timely for us to repeat those words of the English poet who said:

"Sport, which still keeps the flag of idealism flying, is perhaps the most saving grace in the world at the moment, with its spirit of rules kept, and regard for the adversary whether the fight is going for or against. When, if ever, the fair-play spirit of sport reigns over international affairs, the cat force which rules there now will slink away and human life emerge for the first time from the jungle."

While there were no Olympic Games this year and there may not be any for some time to come, the prospects are that there will be some Pan American Games which, it is hoped, will temporarily, at least, take the place of the Olympics and will help to bind into closer unity the nations of this hemisphere.

Mr. Avery Brundage, chairman of the American Olympic Committee, at a meeting of representatives of the different nations at a sports congress in Buenos Aires recently, was elected President of the Pan American Games Committee. Arrangements have been made for Pan American Games in 1942, the Games to be held at Buenos Aires, Argentina, in the fall of that year.

We feel that the nations of this hemisphere should work together in a spirit of amity and we feel certain that Pan American Games held from time to time will help to bind the peoples of the Western hemisphere more closely together.

## Football Offense of 1940 in the High Schools

(Continued from page 17)

who has pivoted. Two tosses the ball back to the left end 5 coming around. Five passes to the right end 11 who may lateral to 3.

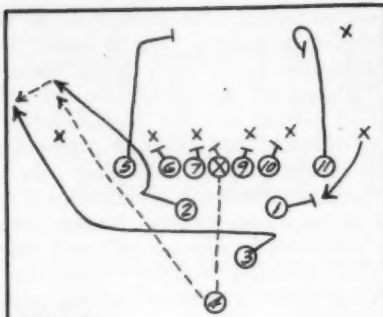
### Kansas

In the spinner play shown in Diagram 21, the ball is passed to the tail-back 4 who spins and gives it to 3 who spins to the inside. Four drops back, faking the ball. Four, after spinning, cuts inside the defensive right end who is permitted to come through and be trapped by 8 and 2. Five and 6 drive the defensive right tackle in; 7 blocks the defensive right guard; 9 blocks the defensive left guard; 10 leads the play; 11 brushes the defensive left tackle and goes on to block the left line-backer. One blocks the defensive left tackle.

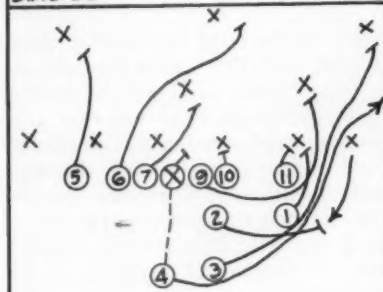
The double reverse, shown in Diagram 22, has been used consistently and successfully by several teams in Kansas. The right end, 11, cross-blocks the defensive left guard. Ten pivots and mousetraps the defensive left tackle, crowding him back and out. One fakes a block at the defensive left end and then swings wide for a possible lateral. One reverses and fakes for the ball, blocks any trailers and then goes downfield for a block in case the ball-carrier reverses his field. Two pivots to his right, fakes the ball to the right wing-back 4 and spins through the center of the line. The guards pull out as shown in the diagram.

The hidden-ball play, shown in Diagram 23, has scored many touchdowns and has even worked twice in the same game. The success of the play depends upon hiding the ball as it is passed to back 1. Two is bent well over with the ball close to the body, his right arm across the top of it and his right hand beneath it. One, who receives the ball, pivots to his left, crouches and waits for the ball, forming a pocket, with his left arm across his body, elbow high, and the right arm across and about eight inches below the left arm. Two drives by 1 as close as he can, brushing him, and just as they are side-by-side, 2 slides his right hand with the ball resting in it, across his body to his left and into the pocket made by 1. Back 1 must hesitate in a crouched position, hiding the ball for three counts, then pivot to his right and angle off towards his left. The play requires timing and practice. A play should be used leading up to this, in which 2 keeps the ball.

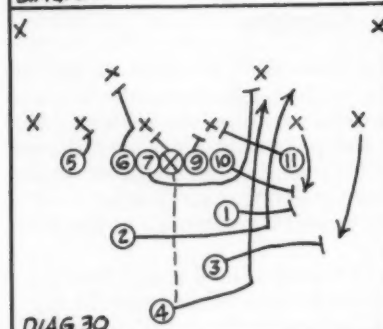
Defense: 6-2-2-1.



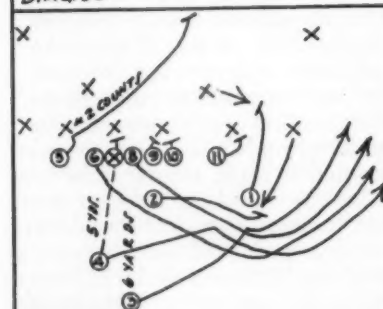
DIAG. 28



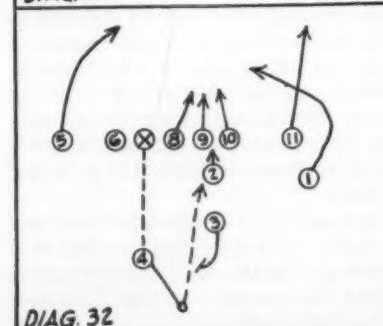
DIAG. 29



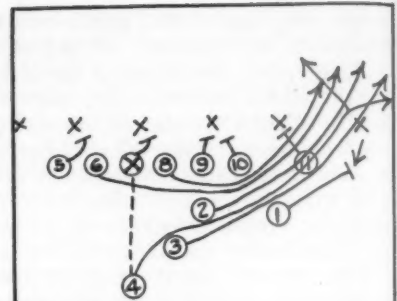
DIAG. 30



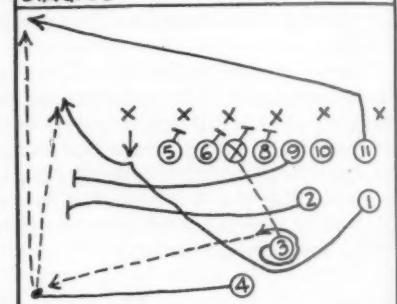
DIAG. 31



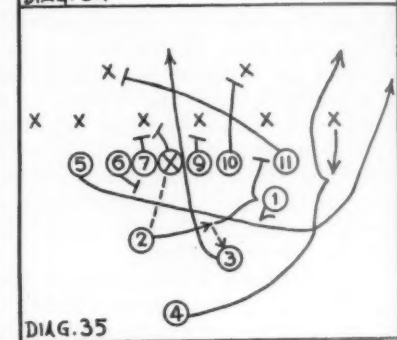
DIAG. 32



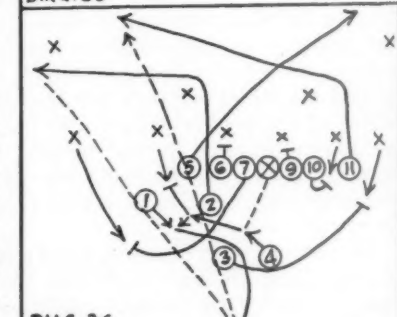
DIAG. 33



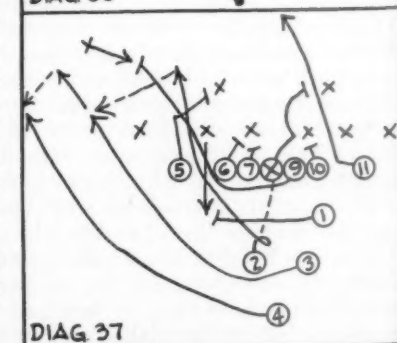
DIAG. 34



DIAG. 35



DIAG. 36



DIAG. 37



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*High speed photo, taken at our Research Laboratory, shows Nat Holman, coach of C. C. N. Y. and president of National Association of Basketball Coaches.*

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**BASKETBALL EQUIPMENT**

## Kentucky

Diagram 24 shows a fake reverse pass with a lateral. The ball is passed to the fullback 3 who fakes to the wing-back 1 coming around, then drops back to pass. If the ball is passed to the left end 5, he may lateral to 4.

Diagram 25 is a mousetrap play in which 4 fakes to give the ball to 3 and plunges in the line over guard. The defensive right guard and tackle are permitted to come through and are trapped by 7, 9 and 2. One leads the play.

## Maryland

The Maryland team using the play diagrammed in 26 had an excellent pass receiver and open field runner playing right end. He lined up fifteen or twenty yards out to the side. If the defensive left halfback stays back, the pass is thrown to the right end 11 on the scrimmage line. If the defensive halfback comes up, the right end breaks deep behind him. One goes down deep in front of the safety and the left end 5 breaks into the territory between the safety and defensive left halfback. Two traps the defensive left tackle and 3 traps the defensive left end.

In Diagram 27, a reverse play, the ball is snapped to 3 who half-spins and fakes to 4. The right wing-back 1 comes around, takes the ball from 3 and goes off tackle. Eight and 10 lead the play. Three completes his spin into the line. Five blocks the defensive right tackle in; 2 blocks the defensive right end out.

Defense: Occasionally 5-3-2-1; 6-2-2-1 most popular defense.

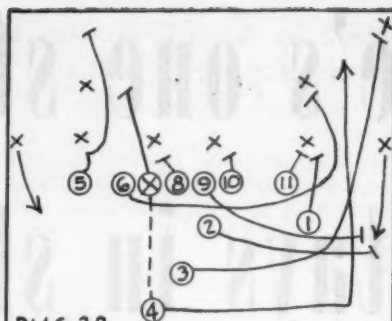
## Massachusetts

Diagram 28 shows a forward-lateral from a punt formation. The ball is passed to 4 who fades back and passes to 2 in the flat zone. Three starts to the right, then swings out to the flat zone to be in a position for a lateral from 2.

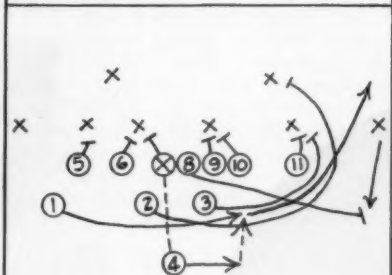
## Michigan

In Diagram 29, an off-tackle play from a balanced line, the ball is passed to 4 with a slight lead. One and 11 take the defensive left tackle in while 2 blocks the defensive left end out. Three and 9 lead the play, 3 assigned to handle the defensive halfback and 9 the defensive left line-backer.

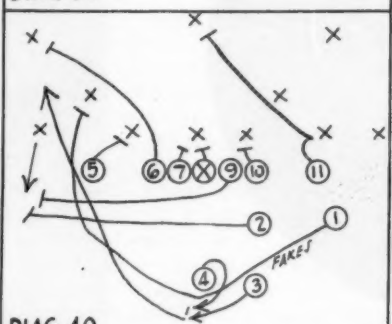
Diagram 30 shows an inside-tackle play from a short-punt formation, which has worked well against the charging type of tackle. The ball is snapped to 4 with a slight lead. Note the cross-blocking in this play; 11 and 9 block the defensive left guard in while 10 and 1 take the defensive left tackle out. Three blocks the defensive left end. Four starts wide and then cuts inside tackle with 2 and 7 lead-



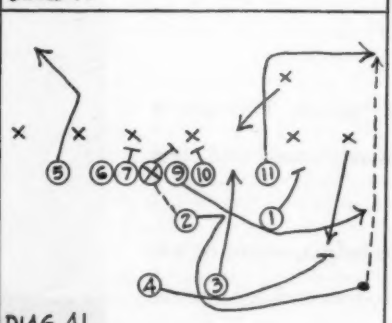
DIAG. 38



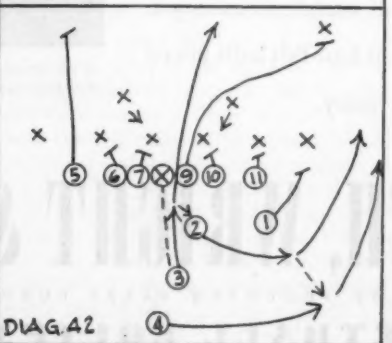
DIAG. 39



DIAG. 40



DIAG. 41



DIAG. 42

ing the play, as indicated in the diagram.

In Diagram 31, an end run from an unbalanced line, special note should be made of the position of the backs. The ball is passed to 4 who runs as if to go inside of end, then loops back and around end. Two body-blocks the defensive left end in while 11 takes the defensive left tackle in. One blocks the defensive line-backer. Six, 8 and 3 lead the play. This play requires much work on timing.

Defense: The 6-2-2-1 is the prevailing type.

## Minnesota

In the screen pass from a single wing-back (Diagram 32) the ball is passed to 4 who fades back to pass. The ends (5 and 11) and 1 go down for a pass as indicated. The defensive linemen are permitted to come through. Three blocks for 4 who passes to 2. The linemen serve as interferers after the pass is completed.

Diagram 33 shows an off-tackle slant in which 1 blocks the defensive left end out and 11 blocks the defensive left tackle in. Five and 7 cross-block the defensive right tackle and guard; 9 and 10 team on the defensive left guard. Two, 3, 6 and 8 lead the play, 2 and 3 protecting on the outside, 6 and 8 on the inside.

In Diagram 34, as soon as 4 is motionless for one second, he starts to the left, running backwards. Three receives the ball from center, spins completely around to the left, faking to 1 and then passes laterally to 4. Four has the option of passing to 11 or to 1 or of running with the ball, if he is open. Nine and 2 protect for 4.

Defense: Shifting 6-2-2-1.

## Mississippi

On the play, Diagram 35, 2 receives the ball from center and gives it to 3, pushing it back under his arm. Two continues on faking the ball to 1. One fakes the ball to the left end 5 as he comes around. (On the play preceding this play, 1 gives the ball to the left end.) As the left end goes by 3, 3 goes over center as indicated. Six drops back to protect the area indicated.

## Missouri

Diagram 36 shows a reverse pass to be used after reverse plays have been used. The ball is passed to 3 who gives it to 1 who goes back to pass. Three blocks the defensive left end while 4 takes the defensive right end. The path of the receivers is shown.

In the fake reverse from a short punt formation (Diagram 37), the ball is passed to 2 who fakes to give it to 3. The right defensive tackle is trapped by 1. Five blocks the defensive right line-backer in. Three and 4 continue around end as shown for a possible lateral.



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## ATHLETIC FOOTWEAR

Diagram 38 shows an off-tackle play from an unbalanced line. The ball is snapped to 4 who starts wide about four steps, then cuts inside the defensive left end. One and 11 block the defensive left tackle in while 2 and 9 block the defensive left tackle out. Five must check the defensive right tackle before going down. Three and 6 lead the play.

In Diagram 39, a shovel pass from an unorthodox formation, the ball is passed to 4 who starts wide and shovel-passes to 1 who comes behind the line as indicated in the diagram. Eight blocks the defensive left end out while 11 and 3 take the defensive left tackle in. Two leads the play.

#### Montana

Diagram 40 shows a man-in-motion play. The ball is passed to 4 who fakes to 1 (in motion), gives it to 3 who drives off tackle. Nine and 2 block the defensive right end out; 5 blocks the defensive right tackle in. Four leads the play. Eleven brushes the defensive left tackle and goes for the safety. Six blocks the defensive right half; 7 takes the defensive right guard while 10 is assigned to the left guard.

In the forward pass play in Diagram 41, the ball is passed to 2 who fakes giving it to 3, then fades back and out and passes to the right end 11 who has gone down. The drive into the line by the fullback 3 pulls the secondary defense up.

Diagram 42 shows a 3 to 2 reverse with lateral. The ball is passed to 3 who drives into the line and gives it to 2 who goes around end with 4 as a lateral possibility. One blocks the defensive left end in and 11 takes the tackle in.

Defense: 6-2-2-1 prevails. One of the larger high schools uses a 5-man defense with a defensive huddle.

#### Nebraska

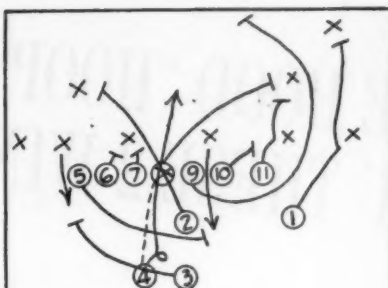
In the mousetrap play diagrammed in 43, the ball is passed to 4 who fakes to give it to 3 and drives through the hole. The right guard 9 pulls out to let the defensive left guard through, to be trapped by 5. Eight blocks the defensive left line-backer. Two blocks the defensive right line-backer.

#### Nevada

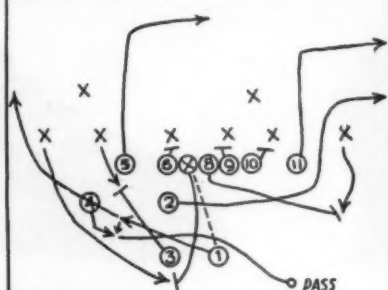
Diagram 44 shows a pass after a reverse with the backs shifted to the weak side. One receives the ball from center, starts to the left and gives it to 4. Four comes back and fades back to pass. Blocking and paths of receivers are indicated.

#### New Hampshire

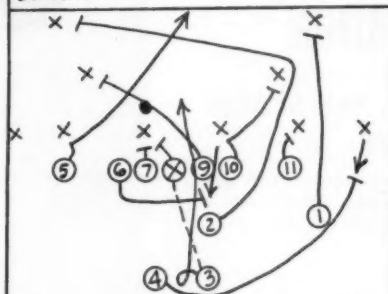
In the spinner play, Diagram 45, the ball is passed to 3 who fakes to 4, then spins back into the line. The defensive



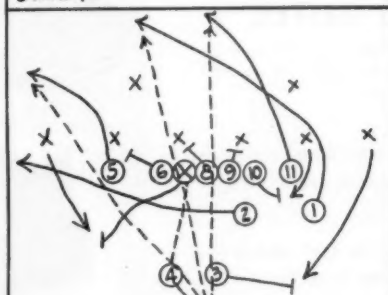
DIAG. 43



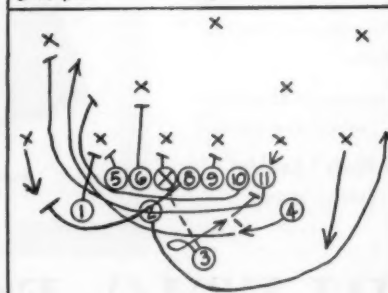
DIAG. 44



DIAG. 45



DIAG. 46



DIAG. 47

left guard is permitted to come through to be trapped by 6. Seven blocks the defensive right guard; 9 takes the defensive right line-backer; 10 blocks the defensive left line-backer; 11 takes the defensive left tackle while 4 blocks the defensive left end.

Diagram 46 shows a pass play that has brought in four touchdowns this season for the team employing it. The ball is passed to 4 who fades back to pass to anyone of the three men indicated in the diagram. Two goes out into the flat to cover or be in position for a lateral.

#### New Jersey

In the reverse from a double wing-back formation, Diagram 47, the ball is passed to 3 who fakes to 2, half spins and gives it to 4 who goes between the defensive right tackle and end. One and 5 team on the defensive right tackle; 8 blocks the defensive right end out. Ten and 11 lead the play.

Diagram 48 shows a double reverse pass play. The ball is passed to 3 who starts to the right, giving the ball to 1 on reverse. One gives the ball to 4 coming around with 2 as his interferer. Eight and 3 block the defensive left end. Four, after going wide, stops and passes to 5 who has brushed the defensive right tackle before going down.

#### New Mexico

In the shovel-pass play, Diagram 49, the ball is passed to 4 who half spins, fakes to 3, then shovel-passes to 1 coming around behind the line. Two traps the defensive right tackle. Six blocks the defensive right guard in.

#### New York

Diagram 50 shows a lateral pass play from a double-wing. The ball is snapped to 3 who drives into the line, giving the ball to 2 who has pivoted. Two laterals to 4 coming around. One and 11 team on the defensive left tackle.

In the guard-around play, Diagram 51, the ball is passed to 3 who fakes to 1 coming around. Three completes the pivot and gives the ball to the guard 6 coming out of the line. Careful attention must be given to the timing of this play.

Diagram 52 shows a reverse pass from a double wing-back formation. The ball is passed to 2 who gives it to 4 who runs reverse inside tackle, passing to the left end 5 just before reaching the line of scrimmage. Eight blocks the defensive left end out while 10 and 11 take the defensive left tackle out. The left end 5 may lateral to 3 as indicated in the diagram.

In Diagram 53, a fake reverse spin inside tackle, the ball is passed to 3 who fakes to 4. Three completes the spin and goes inside tackle. Ten and 11 cross-block

(Continued on page 31)



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No. 2 Plyable Rubber Mud ( $\frac{3}{8}$ " on end). Per set of 14 in bags . . . . . 30c

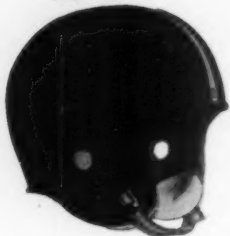
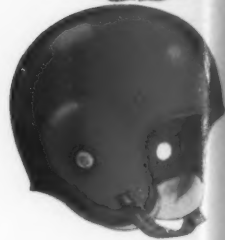
(We also carry in stock for use of the professional football players our No. 6 and No. 12 concave cleats at 30c per set, and No. 5 $\frac{1}{2}$  small mud cleat at 30c per set.)

## COACHES SPECIAL NOTICE COACHES

The Riddell system of marking and advertising is your protection. A genuine Riddell shoe in all sports has the name "RIDDELL" perforated in the top of the tongue. Remember a shoe is not a genuine RIDDELL shoe unless it is so marked.

The style (which also designates the grade) is perforated near the top of the tongue.

Our catalog gives you the standard school price of these styles of shoes.



School Price \$6.00

THESE HELMETS ARE MADE OUT OF PLASTICS AND ARE—

1. Stronger.
2. Lighter.
3. More Beautiful.
4. Cooler (they are ventilated).
5. Easier to hear signals in.

FOR 1940 WE WILL HAVE TIME ONLY TO MAKE TWO-TONE HELMETS AS PER PICTURES OR CUTS.  
BE SURE AND READ NOTICE IN EACH HELMET.

The following colors and top straps can be furnished in helmets:

MAROON  
RED  
ORANGE  
YELLOW  
GREEN  
BLUE

BODY COLORS  
NAVY  
BLACK  
GREY  
WHITE  
GOLD  
OLD GOLD

SILVER  
COPPER  
BRASS  
BRONZE  
PURPLE  
BROWN

TOP STRAP COLORS  
RED  
ORANGE  
YELLOW  
GREEN  
BLUE  
BLACK  
WHITE  
GOLD  
SILVER  
PURPLE

IN FULL COLORS ONLY  
RED  
BLACK  
GOLD  
OLD GOLD  
SILVER







# R I D D E L L



**Basket Ball No. 1**

Same center as Style A, covered with good grade of Gunnison leather.

Price.....\$8.00



**Basket Ball No. 2**

Covered with good grade of pebble grained cowhide.

Price.....\$6.00

**Basket Ball No. 3**

Covered with good grade of pebble grained cowhide.

Price.....\$4.50

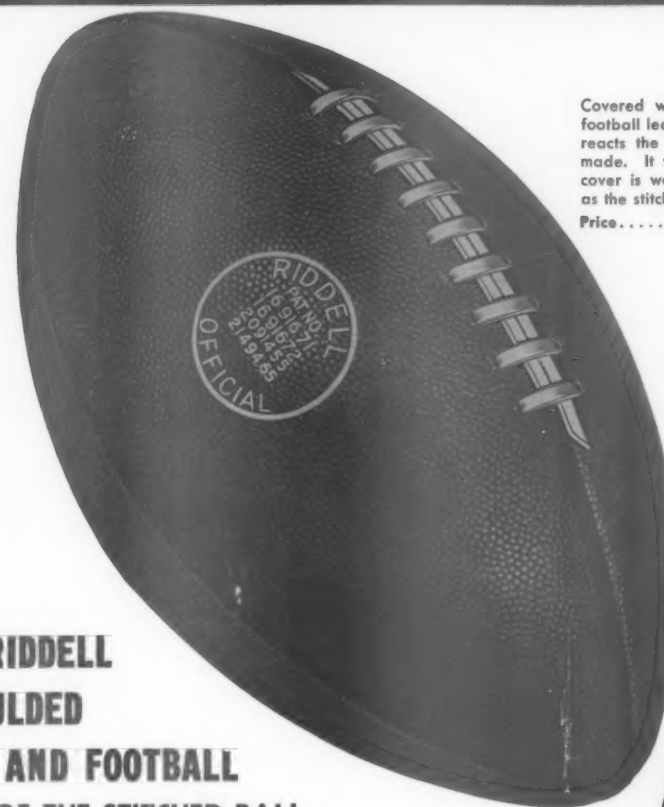
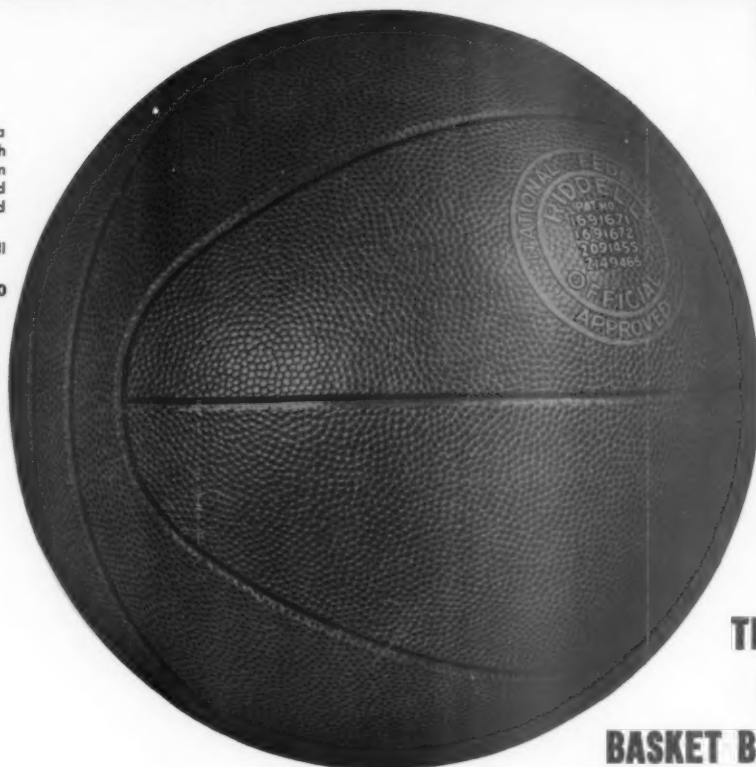
## Style A

The ball that feels like a basket ball. Covered with the same grade of Gunnison leather that has been used for years in the best stitched balls.

A very tough ball that will hold its size and shape.

Price.....\$10.00

**Our Style "A"  
Basket Ball  
Is National  
Federation  
Approved.**



## THE RIDDELL MOULDED

## BASKET BALL AND FOOTBALL

**THE BALL THAT KEEPS THE FEEL AND REACTION OF THE STITCHED BALL  
THE BALL THAT RETAINS THE RATIO OF BLADDER, LINING AND LEATHER OF THE STITCHED BALL  
THE BALL THAT WILL NOT THROW A PLAYER OFF HIS GAME  
THE BALL THAT WILL NOT MAKE THE COACH CHANGE HIS STYLE OF PLAY**

### BASKET BALL SHOE ACCESSORIES

	School Price
Laces, gross.....	\$4.50
Outsoles (Light-colored, non-marking), per pair.....	.90
Resoling with Light-colored, non-marking soles, per pair.....	1.75
Sponge Rubber Insoles, per pair.....	.25
Cork Insoles, per pair.....	.11

**ALL SHOES MAY BE HAD IN  
THE FOLLOWING ADDITIONAL COLORS  
BLUE — ORANGE — GREEN**

### BASKET BALL AND FOOTBALL ACCESSORIES

	School Price
Basket Ball Score Books (Adams), each.....	\$0.35
Repair Cement (Riddell), tube.....	.25
Ball Cleaner (Riddell), can.....	.35
Ball Wax (Riddell), cake.....	.25
Basket Ball Bladders (Seamless Rubber Moulded), each.....	1.00
Football Lace, each.....	.15
Football Rule Book (National Federation).....	.25



**Style 56**

Champion of leather top basket ball shoes. Genuine Goodyear welt construction with non-marking sole that can be resoled. We believe is the fastest starting and stopping shoe on market. It features a shock absorbing quality that will save your players from fatigue in hard grind of a basket ball season.

Price.....\$4.90



**Style 55—Red**

A light basket ball shoe in colors for game use. Made up special, requires 3 weeks.

Price.....\$5.75



**Style 57**

Same as 56 only in white elk.

Price.....\$5.75



**Style 55—Brown**

A light basket ball shoe in colors for game use. Made up special, requires 3 weeks.

Price.....\$5.75



**Style 55—Yellow**

A light basket ball shoe in colors for game use. Made up special, requires 3 weeks.

Price.....\$5.75



**Red Bowling**

Bowling Shoes in colored kid. Takes 3 weeks to make up.

Price.....\$6.00



**Yellow Bowling**

Bowling Shoes in colored kid. Takes 3 weeks to make up.

Price.....\$6.00



**Bowling Shoes  
Style 66**

Style 66—The last word in an athletic bowling oxford. Shoes are of equal weight. Has starting insert on right foot which will not tear off. A very stylish looking shoe. Has white eyelets. Men's sizes 6 to 12. Women's sizes 2 to 9. B, C, D, and E widths.

Price.....\$4.50

Style 69—Same as Style 66 only with high top. Has black eyelets. Carried in C, D, E widths.

Price.....\$4.50



**Brown Bowling**

Bowling Shoes in colored kid. Takes 3 weeks to make up.

Price.....\$6.00



**Football No. 2**

Same as No. 1 only covered with Gunnison basket ball leather.

Price.....\$6.50

**Football No. 3**

Carcass same as No. 1. Covered with good grade leather.

Price.....\$5.00



A very fine moulded volley ball that will hold its size and shape.

No. 1 covered with best grade of white elk leather.

Price.....\$5.00

Covered with good grade white leather.

Price.....\$3.85



**Boxing  
Style 67**

A genuine Goodyear welt boxing shoe. Upper of heavy kid. Sole of soft Moccasin leather.

Price.....\$3.75



**Wrestling  
Style 70**

Same as 67 except sole is tough rubber. Has non-scutt tip.

Price.....\$3.75



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# RIDDELL

THE HOUSE OF QUALITY and SERVICE



## TRACK AND FIELD SHOES



Style S—Our finest model University shoe. A light, but very durable, glove-fitting yellowback Kangaroo sprint shoe. Hand-turned construction...\$6.50



Style N—A hand turned shoe made of very fine grade of Athletic Tan leather. Fits like a glove.....\$5.00



Style NX—A track shoe long needed to meet the demand for a more durable practice shoe. It is of genuine Goodyear welt construction. Has full sole which keeps upper from wearing out at heel. We believe this is the toughest track shoe made....\$4.20



Style T—A good durable track shoe. Upper made of tough Athletic Tan leather that insures fit, comfort and resists perspiration.....\$3.75



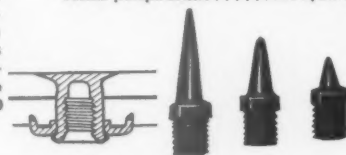
Style J—Field or jumping shoe of a grade corresponding to Style S. Has counter and two spikes in heel. Our very best yellowback field shoe.....\$7.00



Style K—A very strong shoe of welt construction. Highest grade oak soles. Made of Athletic Tan leather. Two spikes in heel.....\$5.50



Style KX—Same shoe as Style K except it has usside heel with no spikes in heel.....\$5.50



Riddell Track Shoes feature an interchangeable spike in three lengths: price, each.....\$0.05

$\frac{1}{4}$ " for board tracks  
 $\frac{3}{8}$ " for indoor dirt tracks  
 $\frac{1}{2}$ " for outdoor tracks

The soles of the shoes are reinforced with a steel plate. The fixture binds the sole together in such a way that the spikes cannot punch up into the foot.

(Not Carried in Stock)

KP—Pole Vaulting Shoe like K only high top, one spike in heel.....	\$ 7.00
JP—Pole Vaulting Shoe like J only high top, one spike in heel.....	9.25
JX—Cross Country same as J only has usside heel with no spikes.....	6.50
JY—Indoor Shoe with no spikes in tap or heel, usside soles.....	7.50
KY—Indoor Shoe with no spikes in tap or heel, usside soles.....	6.50

### SPECIAL TRACK SHOES

(Two Weeks to Make Up)

### TRACK ACCESSORIES

Track Wrenches.....\$ 0.35  
Repair Kits complete for football and track shoes..... 10.00

Laces for Track Shoes, per gross laces.....\$ 1.50  
Fixtures complete..... .07

## BASEBALL AND SOFTBALL SHOES



Style SB—Our very best feather-weight baseball shoe built especially for the big league player. Made of Yellowback Kangaroo. Extra strong and extra light.....\$8.50



Style NB—A very fine Goodyear welt construction baseball shoe with split shank sole. Made of Ath-Tan Kangaroo. Used by many professionals....\$5.50

Style NBS—Same as NB only has short  $\frac{3}{8}$ " softball spikes.....\$5.50



Style KB—Goodyear welt construction with straight sole. An extremely strong shoe. Upper made of the finest Athletic Tan leather. Used by quite a few Big League catchers and pitchers. Best shoe in our line for this purpose.....\$3.95

Style KBS—Same as KB only has short  $\frac{3}{8}$ " softball spikes.....\$3.95



Style 33—Has a regular baseball upper made out of Athletic Tan leather. Leather insole and counter. Features a special moulded rubber outsole with cleats moulded on the sole which are especially adapted for softball. Each sole has two extra removable golf spikes which can be used at the discretion of the player and can be easily removed if not desired. This shoe makes an excellent golf shoe; also, can be used as a football official's shoe.....\$3.75

### BASEBALL ACCESSORIES

Laces, gross.....	\$1.65
Spikes (sole or heel), pair.....	.18
Pitchers' Toe Plates, attached to shoe, leather, each.....	1.50
Pitchers' Toe Plates, attached to shoe, full cap aluminum, each.....	1.00
Pitchers' Toe Plates, loose, leather, each.....	.38
Pitchers' Toe Plates, loose, full cap aluminum, each.....	.60

1259 N. Wood Street

**John T. Riddell, Inc.**

Chicago, Illinois  
THE ATHLETIC JOURNAL





# RIDDELL

THE HOUSE OF QUALITY and SERVICE



## FOOTBALL SHOES



**Style 89**—Game shoe of Yellowback Kangaroo—soft toe—buffed sole—equipped with No. 4 cleats. Goodyear welt construction.  
School Price.....\$10.75  
**Style Z**—Same shoe in Blue Back Kangaroo. School Price.....\$8.75



**Style H**—Second oldest shoe in our line. A strictly university grade shoe. Upper of the finest Yellowback. Split shank, Goodyear welt construction. Comes equipped with No. 4 cleats. School Price.....\$9.75  
**Style HX**—Same as H only has soft toe. School Price.....\$9.75



**Style R**—The oldest shoe in our line. Used as an all-round shoe for practice and games by many of the country's leading teams. Light, yet very tough and comfortable. Comes equipped with No. 4 cleats. Goodyear welt construction. School Price.....\$8.75  
**Style RX**—Same as R only has soft toe. School Price.....\$8.75



**Style P**—The original quality straight sole shoe. Used by many professional and university teams for practice as well as games. Made of the finest selections of Ath-Tan leather and Oak sole leather. Equipped with No. 4 cleats. Goodyear welt construction. School Price.....\$8.00  
**Style PX**—Same as P only has soft toe. School Price.....\$8.00



**Style 77**—Upper of Athletic Tan leather which is very tough and pliable and will withstand perspiration. Goodyear welt construction, ten eyelets high. Split shank soles of good grade Oak Tan leather. Equipped with No. 4 cleats. A good practice shoe. School Price.....\$7.50  
**Style 77X**—Same as 77 only has soft toe. School Price.....\$7.50



**Style O**—One of our old standbys with the larger high schools. Made of the best grade of Ath-Tan leather. Is a shoe of excellent quality. Is light, durable and a shoe we can recommend without reservation. Equipped with No. 4 cleats. Goodyear welt construction. School Price.....\$6.50  
**Style OX**—Same as O only has soft toe. School Price.....\$6.50

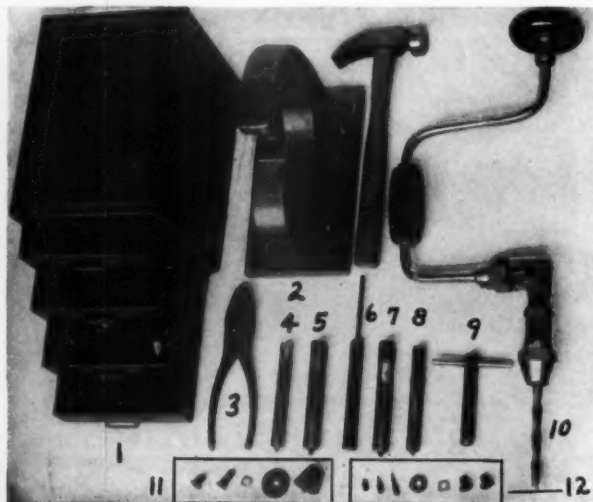


**Style X**—A very sturdy shoe. Made throughout of a good grade of Athletic Tan leather. Soles are of good Oak leather. By all odds, the best shoe made within this price range. Has No. 4 cleats. Goodyear welt construction, nine eyelets high. School Price.....\$5.50  
**Style XX**—Same as X only has soft toe. School Price.....\$5.50

The House of Riddell has had 18 years' experience with female cleats and fixtures and 13 years' experience with the male cleat construction. Our shoes can be had in either construction. Our long experience is your safeguard and protection.

## FOOTBALL SHOE ACCESSORIES

School Prices

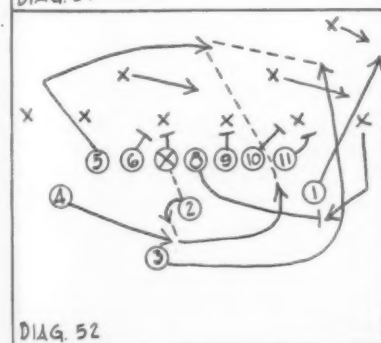
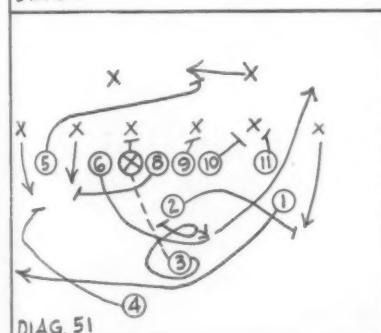
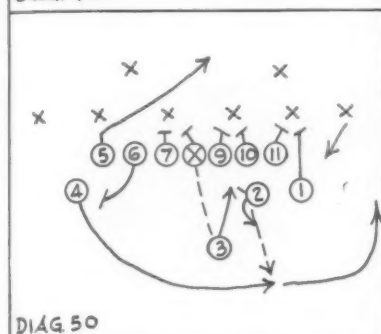
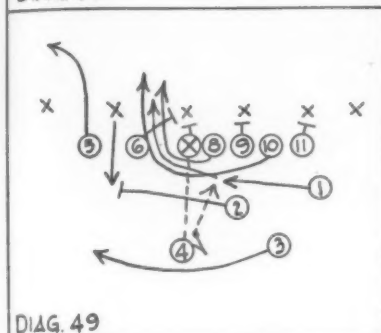
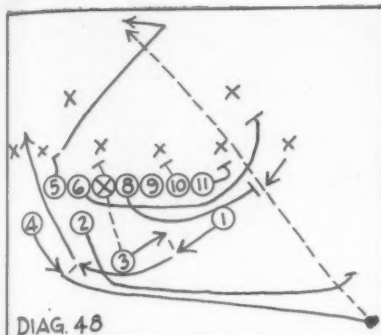


Kicking Toes, each.....	\$1.00
Cleats No. 1, Male or Female, per set of 14 in bag.....	.30
Cleats No. 2, Male or Female, per set of 14 in bag.....	.30
Cleats No. 4, Male, per set of 14 in bag.....	.25
Cleats No. 4, Female, per set of 14 in bag.....	.20
Cleats No. 5, Mud—Male, per set of 14 in bag.....	.25
Cleats No. 5, Mud—Female, per set of 14 in bag.....	.20
Laces, gross.....	4.50
Fixtures, complete (Male or Female Set-up).....	.05
Pliers.....	.25
Cleat Wrench.....	1.50
Cork Soles, pair.....	.09
Sole Plates, pair.....	.24
Heel Plates, pair.....	.20
Reinforcement Plates, pair.....	.10
Neatsfoot Oil, quart.....	.90
Repair Kit—This Repair Kit Can Be Used for Both Male and Female Cleats.	
Hammer and Brace are not a part of tool kit. School Price for complete kit (22 items) \$10.00	

**John T. Riddell, Inc.**  
1259 N. Wood Street Chicago, Illinois

## Football Offense of 1940 in the High Schools

(Continued from page 24)



on the defensive left tackle and guard. Two blocks the defensive left end. Six leads the play.

The fake reverse spin inside right tackle, shown in Diagram 54, is used to advantage following the play of the preceding diagram. The ball is passed to 3 who fakes to 4 as in the preceding play. Three completes the spin and drives inside the defensive right tackle with 10 leading the play. Five and 6 cross-block the defensive right guard and tackle.

### Ohio

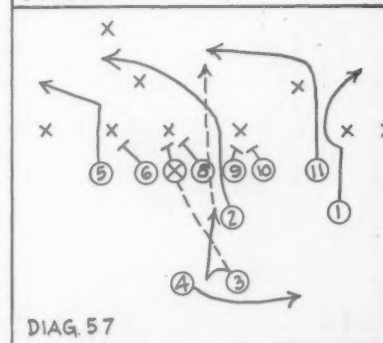
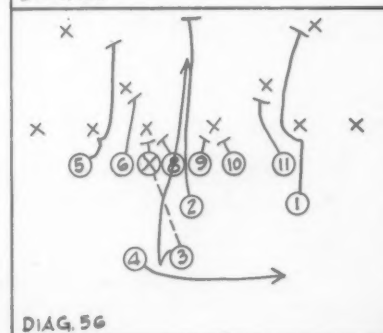
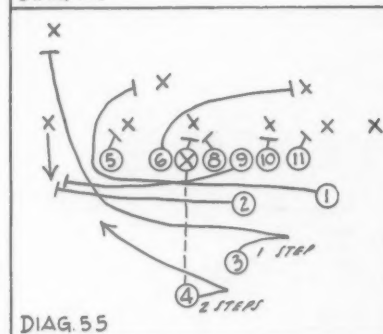
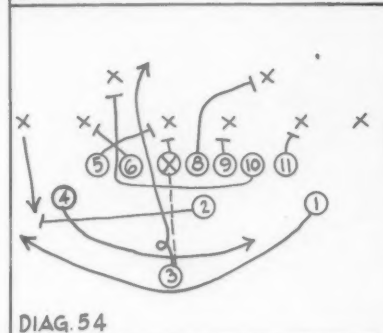
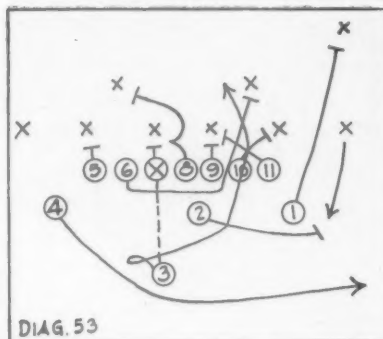
In Diagram 55, a cut-back, the ball is snapped to 4 who takes two steps to the right, cuts sharply and drives off tackle. Three takes one step to the right, cuts back and leads the play. Nine and 2 block the defensive right end out; 5 takes the defensive right tackle in; 6 blocks the defensive left line-backer. The center and 8 team on the defensive right guard; 10 takes the defensive left guard and 11 blocks the defensive left tackle.

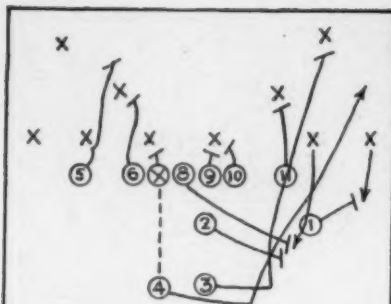
### Oregon

Diagram 56 shows a half spinner with the 3 back half spinning and faking to 4 who proceeds to the right, faking the ball. Three then drives over the hole between 8 and 9. Seven and 8 high-low the defensive right guard to the left and 9 and 10 take the defensive left guard to the right. Six and 11 take the defensive line-backers out. Five and 1 work on the defensive tackles from the inside, then go down for the halves. Two leads the play through the hole.

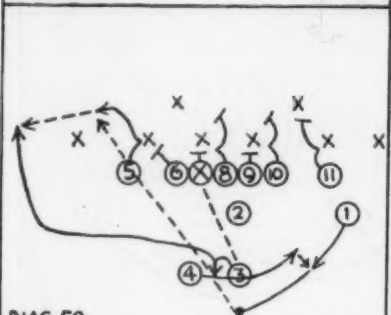
Diagram 57 is a check play for that shown in 56. The ball is snapped to 3 who again half spins, faking to 4. Three takes two steps toward the line as if plunging, then rises up and shoots a pass down the middle to 11 who has gone straight down four steps and cut behind the defensive line-backer. One, 7, 8, 9 and 10 carry out the assignment as in play 56. Six blocks the defensive right tackle while 5 cuts into the left flat. Two goes through the hole and gets the defensive halfback.

Diagram 58 is a very strong off-tackle mousetrap play which is a good ground-gainer when used with a good end run. The ball is snapped to 4 who, with 3, starts out as if going around end. Both use a cross-over step and cut sharply inside the defensive left tackle. Three is personal interferer. Five bumps the defensive right tackle from the inside and goes on into the secondary. Six gets the defensive right line-backer. Seven cross-blocks the guard.

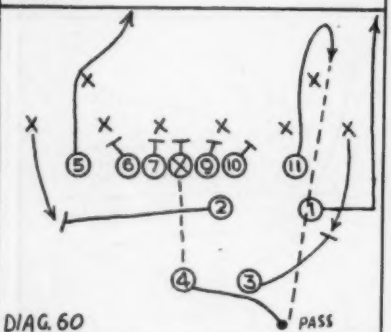




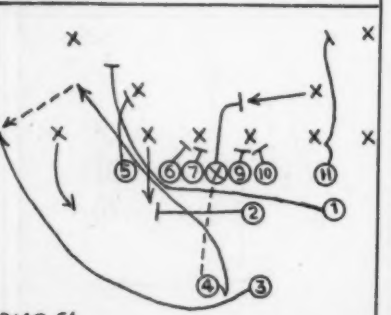
DIAG. 58



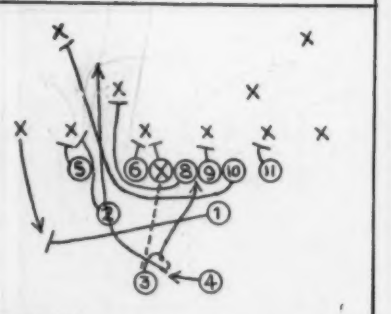
DIAG. 59



DIAG. 60



DIAG. 61



DIAG. 62

Eight and 2 trap the defensive left tackle. Nine and 10 take the defensive left guard in. Eleven gets the defensive fullback with a shoulder block. One drives the defensive left end to the outside.

Diagram 59 shows a good scoring play when properly executed. The 1 back should be a left-handed passer. The ball is snapped to 3 who starts toward the left and hands the ball to 4 who goes toward the right. One comes around behind and takes the ball from 4 and shoots a pass to 5 who has bumped the defensive right tackle and gone three steps and stopped. Five proceeds until about to be tackled, then laterals to 3 who has come around wide. Eight, 10 and 11 bump their men and go down to get the secondary.

Defense: The standard defense is the 6-2-2-1. One undefeated team last year consistently used a 6-3-2 on the first two downs and switched to a 6-2-2-1 on third and fourth downs.

In Diagram 60 the ball is passed to 4 who fades back and passes to 11. Five goes down deep to draw the safety over. One goes parallel to the line of scrimmage to the right eight yards, then cuts sharply down field. Eleven goes down for the defensive left halfback and hooks back into the area vacated by the fullback who is drawn out by 1.

In the weak-side mousetrap play, shown in Diagram 61, the ball is passed to 4 who fakes to 3. Three takes the defensive right end if necessary but usually a good fake by 3 will keep the end out of the play and will leave 3 open for a lateral from 4. Four, after the fake, drives off tackle with 1 as interferer. Two traps the defensive right tackle. Six and 7 block the defensive right guard while 5 takes the line-backer.

### Pennsylvania

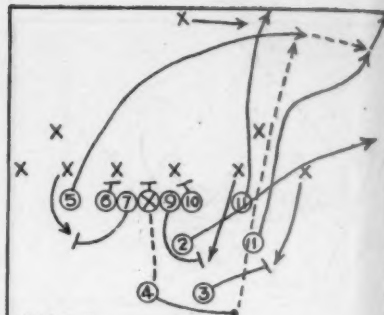
Diagram 62 shows a box-formation reverse. The ball is passed to 3 who spins and gives it to 4. Four drives inside the defensive right tackle, with 10 leading the play. Six and 7 team on the defensive right guard; 5 and 2 block the defensive right tackle out. One blocks the defensive right end. Eight blocks the defensive right line-backer.

In the forward pass play in Diagram 63, the ball is passed to 4 who takes four steps to the right and forward-passes to 5. Five may lateral to 1. With four possible receivers down on one side of the field, the play is often successfully executed. The blocking is as indicated.

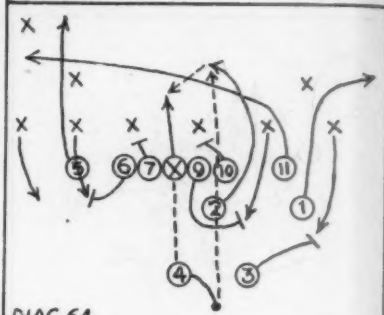
In Diagram 64, the ball is passed to 4 who fades back for a pass. Eleven goes across and pulls the defensive right line-backer away. Five goes down deep. One pulls the defensive left backer out. Three blocks the defensive left end. Two goes through and back of center for a pass. The center trails and may receive a lateral.

### Rhode Island

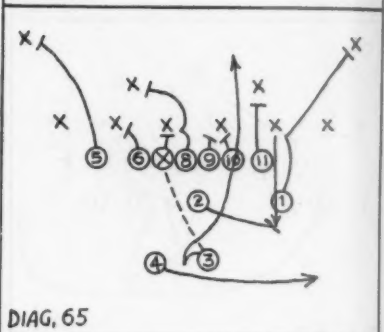
In the mousetrap play diagrammed in



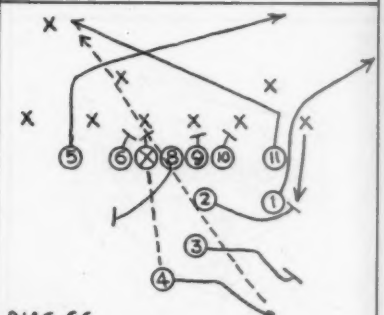
DIAG. 63



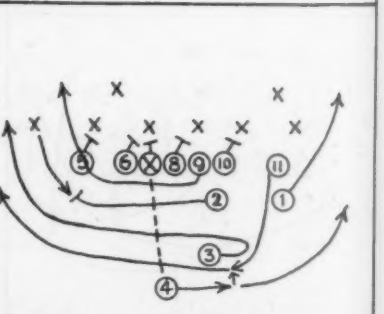
DIAG. 64



DIAG. 65



DIAG. 66



DIAG. 67

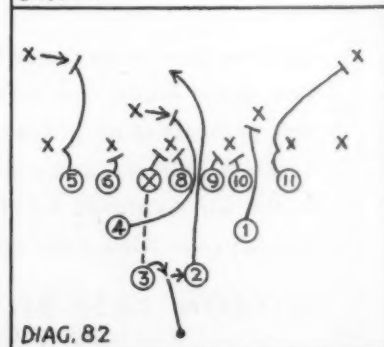
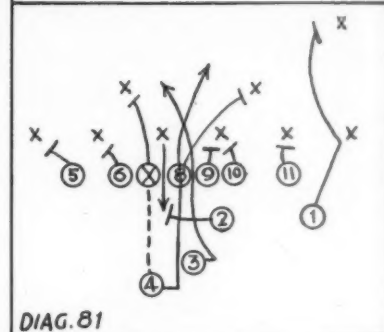
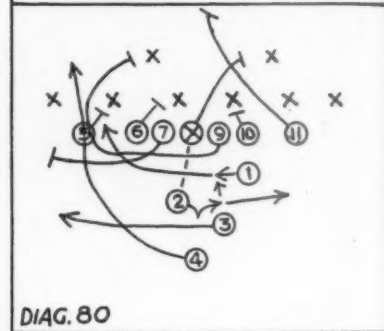
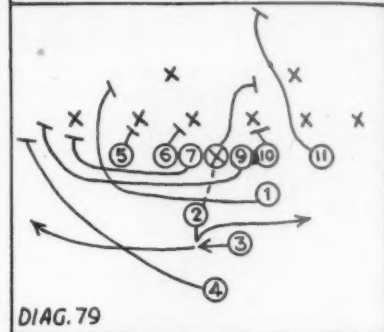
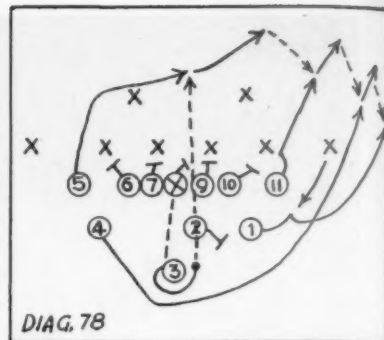
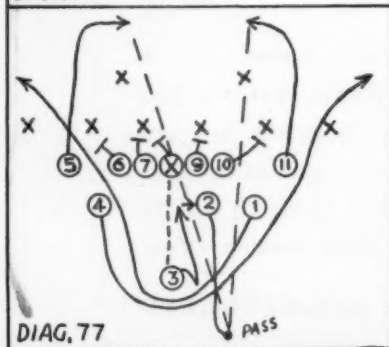
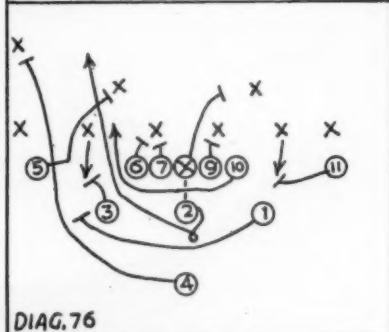
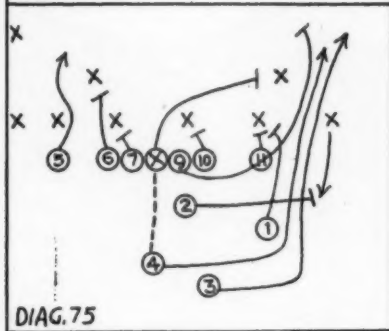
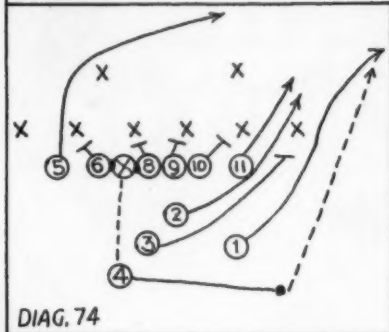
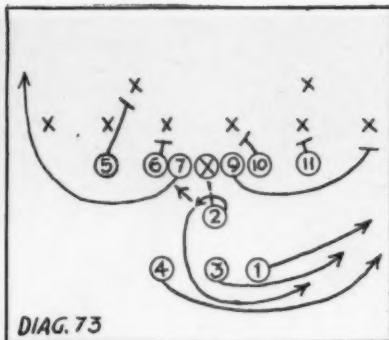
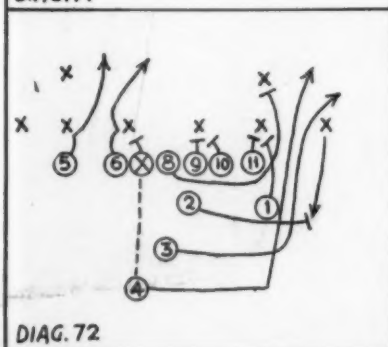
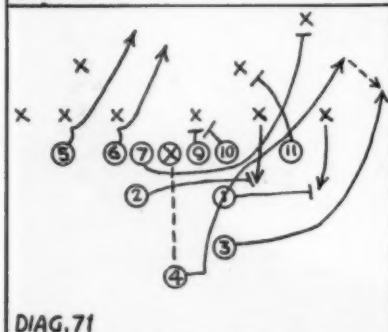
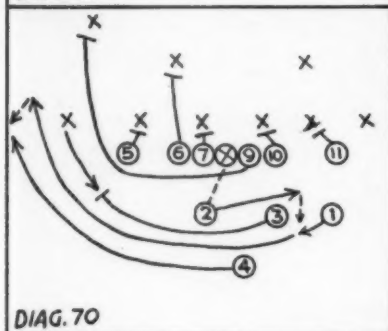
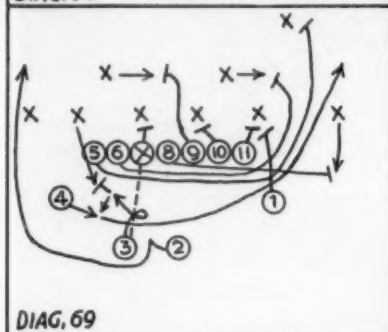
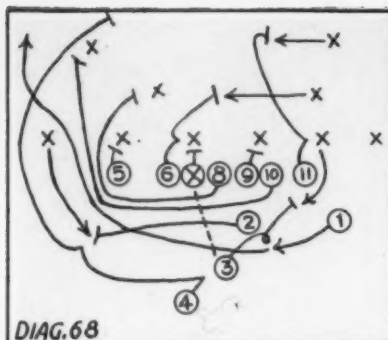
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65, 1 fakes at the defensive left tackle and takes the defensive left halfback. The defensive left tackle is mousetrapped by 2. Eleven blocks the left line-backer; 9 and 10 block the defensive left guard in; 8 forces the defensive right guard out and blocks the right line-backer. The ball is passed to 3 who half spins and drives inside tackle.

#### South Dakota

In the forward pass play, Diagram 66, the ball is passed to 4 who starts to the right on an end run, fades back and passes to 11. The success of the play depends on drawing the secondary defense over, as if to protect against a strong-side off-tackle play.

In Diagram 67, the ball is snapped to 4 who starts to the right as on an end run, hands the ball to 11 who goes around the weak-side end. Three takes one step to the right, pivots and leads the play. Nine pulls out and cuts down field inside the defensive right end. Two blocks the defensive right end in. The success of the play depends on the fake by 4.

#### Tennessee

In Diagram 68, a reverse off-tackle to the weak side, the ball is passed to 3 who spins to the right giving it to 1. Two blocks the defensive right end; 4 fakes to the right, goes to the left, fakes a block on the end and goes down for the safety. Five blocks the defensive right tackle in; 6 takes the defensive left line-backer; 7 blocks the defensive right guard. Eight comes out to take the defensive right line-backer; 9 blocks the defensive left guard; 10 blocks the defensive right halfback.

#### Texas

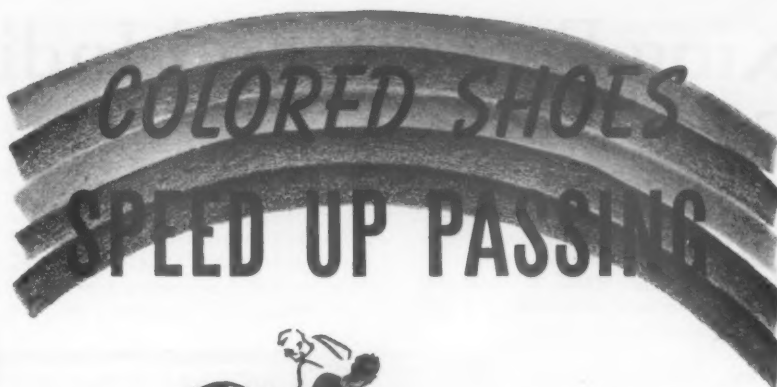
Diagram 69 shows a double-wing reverse to the strong side. The ball is passed to 3 who fakes to 2, then gives the ball to 4. One and 11 block the defensive left tackle in; 8 takes the defensive left end out. Five and 6 lead the play.

#### Utah

In Diagram 70, a delayed reverse from a short punt formation, the ball is passed to 2 who starts to the right and gives it to 1. Three blocks the defensive right end in; 5 blocks the defensive right tackle in. Nine leads the play. Four may receive a lateral.

An inside tackle play from a short punt is shown in Diagram 71. The ball is passed to 4 who takes one or two steps to his right, then drives inside the defensive left tackle. One blocks the defensive left end; 2 blocks the defensive left tackle; 11 takes the defensive left line-backer. Seven leads

(Continued on page 42)



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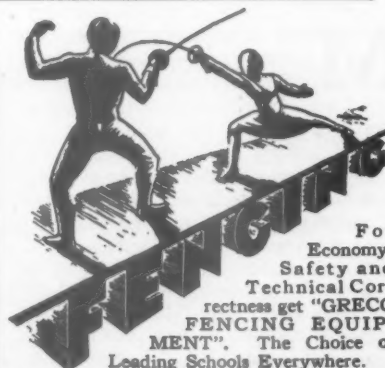
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# King Football and Indian Summer

FOR a little while each Saturday afternoon in season, Football is King. He is traditionally entitled to an entourage which includes the velvet bedecked masters of music and the helmeted, cleated and satin clad strategical experts who know the secret of the zeppelin pass and the spiral punt. These, in proper setting, form a mosaic which combines the art of nature with the talent of man.

Football popularity can be partially attributed to its autumn setting. It is inseparably linked with the crisp air, soft haze and the riotous colors of Indian Summer. Much of the enjoyment of players and spectators comes from the chromoscopic tableau which nature unfolds on the way to the game and which man embellishes with kaleidoscopic pageant on the field. The game is not at its best unless associated with these. It is impossible to present a balanced picture of beauty in action against a backdrop of eroded, unplanted borders or unsightly corners. The central theme must be blended with a natural background of sumac, viburnum, maple and oak.

Psychologists have studied the influence of surroundings on human behavior. The exact degree of this influence can not be measured but it is known to be great. The attitude of the crowd, the spirit between players and the degree of good

will between schools is affected. Governmental agencies have recently recognized this influence. One million Federal dollars were spent last year for beautifying highways through planting and this amount was matched by an equal or greater sum appropriated by the state governments. This is proof of a realization that beauty in surroundings has a profound influence

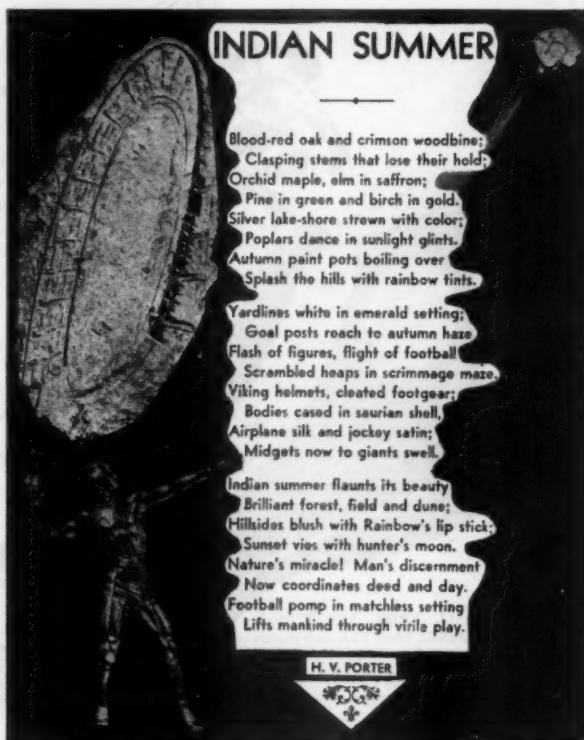
on the public welfare and human satisfaction.

Some school athletic departments have kept pace with this trend, but many athletic fields are still unattractive and barren of shrubs and trees. Schools should not lag in activities of this kind and this is a good time to start action. No more important work can be done by an administrator than to enlist the interest and services of those in the local student athletic association in planting activities which will give pleasure to great numbers of people long after the exploits of a given game will have been forgotten.

Time, effort and expense for athletic field planting can be justified as a good investment as well as from the standpoint of the philosophy which teaches that "beauty is its own excuse for being."

Congressman Bruce Barton states:

"When I am dead, people may say for a few weeks: He wrote pieces for the newspapers. For a few years they may say: He was the father of so-and-so. But long after that, long after the name is forgotten, there will be great trees in which the birds of the air will make their homes, and under which the sons of men will find rest—the trees that I planted. In the life of my trees I shall lift my face to the sun and cast my shadow upon the earth for a hundred years."



## Building Team Morale

By L. L. Williams

Springdale, Arkansas, High School

MOST all successful coaches name morale as the most important point contributing to team play. Yet I sometimes wonder if this most essential point is fully understood and worked toward deliberately and intelligently. I feel that the building of morale is an individual matter and have attempted to name points that may be utilized in some instances to good advantage.

What is morale? The word may be difficult to define but all coaches doubtless will agree as to certain results. I like the following definition: "Morale is condition; good morale is good condition of the inner man; it is the state of will in which you can get most from the machinery, de-

liver blows with the greatest effect, take blows with the least depression, and hold out for the longest time. It is both fighting power and staying power and strength to resist the mental infections which fear, discouragement, and fatigue bring with them."

The first thing that I shall name is the importance of tradition. A team that has been winning in the past tends to keep on winning. Many examples indicate that a good athletic record is more important than the material or coach. Most all teams had a good year sometime in the past. It might be a good idea for the coach to encourage an exaggeration of past successes and to remember that alumni

are very co-operative along this line.

A second point in the building of morale is to set standards high and early. The team should be aiming at a championship from the beginning. Players must understand what is expected of them both on and off the field. I doubt if many coaches and teams are surprised to find themselves champions at the end of the season.

Publicity is a phase that may be utilized to considerable advantage by most coaches. Most "fans" are fickle enough to believe anything they read. So the local newspaper is a good means of getting "fans" and players to think and talk as the coach chooses.

Good management is a step toward mo-



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r. Assistants and mascots should be carefully selected. Captains may have considerable to do with team spirit. Good equipment is important but it may be best to have players furnish part of it.

Strong reserves may be more valuable in promoting proper hustle and confidence than in any other way. If reserves are actually weak, the coach may take steps that will fool both his squad and the opposition as to relative ability of his players.

I believe that a sense of humor may be used to good advantage. Confidence may be built up and worry reduced by a good laugh now and then. If a "jinx" seems to prevail in a given situation, then laugh it off.

The development of individual initiative and responsibility will strengthen morale provided it is properly guided. Players should be given opportunity to display worthwhile character traits such as honesty and altruism.

Sportsmanship is closely akin to morale provided it is indirectly encouraged. Players required to congratulate the opposition and give them a cheer are not necessarily good sports. Good sportsmanship is consistent and concerned with conduct and attitude at all times.

The last contributor to team morale that I shall mention concerns the conduct of the coach himself. The coach should be known as a square-shooter. His squad should feel that he shows no partiality in the selection of players and they should have full confidence in his ability. Such things as "howling" about officials' decisions and claiming foul play eventually will prove detrimental to team morale.

## Football Offense of 1940 in the Colleges

(Continued from page 14)

State, Diagram 24, the ball is snapped to 3 who drives into the line and gives it to 2. The 2 back then drops back and forward-passes to 5, 11, 1 or 3 who have gone down the field.

Notre Dame uses a running pass play as shown in Diagram 25. The ball is snapped back to 4 who runs to his right and forward passes to either 1, 2 or 5.

Diagram 26 shows a lateral as used by Michigan. The ball is snapped to 3 who drives into the line giving the ball to 2. Two laterals to 4 who sweeps around end. One blocks the defensive left end; 11 blocks the defensive left tackle.

A quick reverse as used by Northwestern is shown in Diagram 27. The ball is snapped to 4 who gives it to 3 who goes around the defensive right end. Eight and 2 lead the play. Six blocks the defensive right end and 5 takes the defensive right tackle in.

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# Junior College Athletics for All

SINCE last June a separate section has been set up in this publication which will carry articles, written by junior college coaches. All junior colleges, whether or not their institutions are members of the National Junior College Athletic Association are invited to send articles for publication in this department.

These may be sent to Hilmer Lodge, Santa Maria Junior College, California, Secretary of the Association or direct to this office.

## Football Offense for 1940 in the Junior Colleges

Diagram 1 shows an end-around from a punt formation. The ball is snapped to 4 who starts around the defensive left end. Nine, 1, 2 and 3 lead the play. Eleven blocks the defensive left tackle in; 10 blocks the defensive left guard.

Diagram 2 shows a forward pass ending in a lateral. The team using this play goes into a punt formation on second down with short yardage to make. The opponents will expect a quick line-back. The ball is snapped to 3 who passes to the right end 11 who may lateral to 4. One blocks the defensive left end in while 10 blocks the defensive left tackle. Two blocks the defensive right end.

In the delayed pass from a double-wing formation, shown in Diagram 3, the ball is snapped to 4 who is back  $6\frac{1}{2}$  yards. Four fakes to the right and forward-passes to 2 who has delayed three counts before leaving his position.

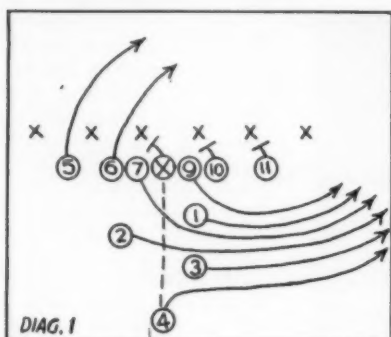
In Diagram 4, the ball is snapped to 4 who goes inside the defensive left tackle. The blocking is as follows 5 brushes the defensive right end out and goes for the secondary; 6 blocks the defensive left line-backer; 9 and 10 team on the defensive left guard; 2 and 11 team on the defensive left tackle; 1 takes the defensive left end. Three leads the play.

Diagram 5 shows a cut-back from a double-wing formation. The ball is snapped to 4 who starts to the right and cuts in sharply inside the defensive left end. Three blocks the defensive left end out. One and 11 block the defensive left tackle in. Nine comes out to lead the play. There is a possibility of a lateral from 4 to 2 after 2 crosses the scrimmage line.

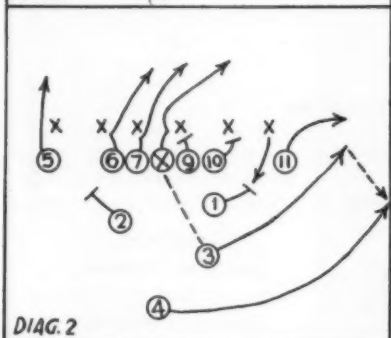
In Diagram 6, the ball is snapped to 2 who pivots faking to 3. Three continuing the fake, goes by to block the defensive

left end. The fake should bring the defensive left tackle straight across to be easily blocked by 1. Four gets the ball from 2 and drives into the line inside the defensive left tackle. Nine and 10 team on the defensive left guard and 11 takes the defensive left line-backer.

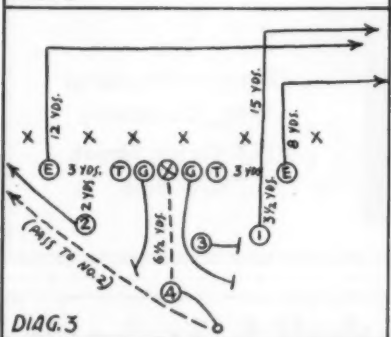
The play diagrammed in 7 is used as a



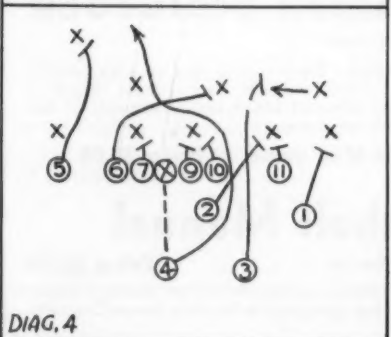
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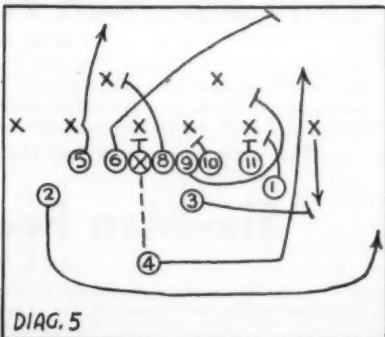
DIAG. 2



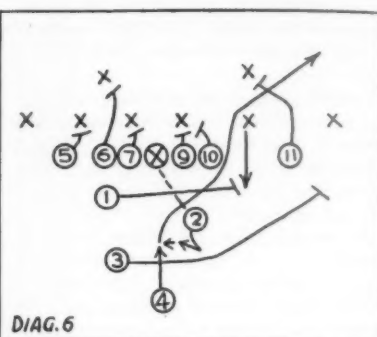
DIAG. 3



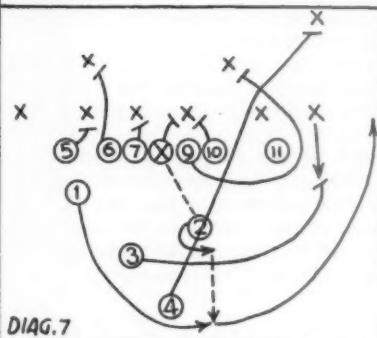
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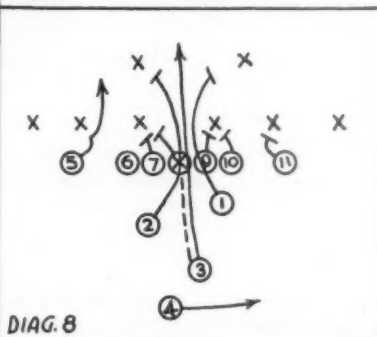
DIAG. 5



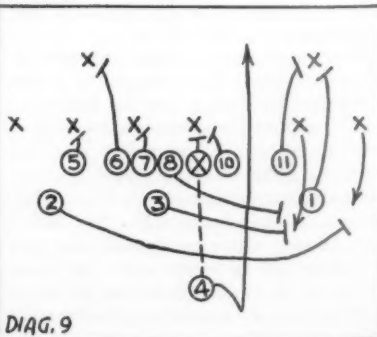
DIAG. 6



DIAG. 7



DIAG. 8



DIAG. 9

check play for the end who is rushing the play shown in Diagram 6. Instead of giving the ball to 4, 2 hands it to 3 who laterals to 1. One delays a second and then carries the ball at full speed around the defensive left end. Three blocks the defensive left end.

Diagram 8 shows a line-buck which is a good play when short yardage is needed. With a good smashing fullback the play is always good for two or three yards. The ball is snapped to 3 who smashes through between the defensive guards. One and 2 lead the play. The center and 7 team on the defensive right guard while 9 and 10 block the defensive left guard out. If 1 and 2 can handle the line-backers, the play may go for many yards.

Diagram 9 shows a simple sucker play used to advantage against a hard charging tackle. The ball is passed to 4 who fades back, then drives into the line inside the defensive left tackle. The defensive left tackle is permitted to come through the line and is trapped by 8 and 3. Two blocks the defensive left end. Eleven and 1 block the defensive left line-backer. The center and 10 block the defensive left guard.

In the reverse to the weak side, Diagram 10, the ball is passed to 4 who spins and gives it to 1. One carries the ball around the defensive right end. Nine and 3 block the defensive right end in. Five blocks the defensive right tackle in. Six and the center block the defensive right guard. Seven blocks the defensive right line-backer.

In Diagram 11, the ball is snapped to 4 who goes to the right and cuts in inside the defensive left tackle. Two leads the play. The blocking is as follows: The defensive left tackle is permitted to come through and is trapped by 9. Ten blocks the defensive left guard in. Eleven blocks the defensive left line-backer. Three blocks the defensive left end.

In Diagram 12, an end-around play, the ball is snapped to 3 who half spins and gives it to 5 who sweeps around the defensive left end. Four and 2 lead the play. Ten blocks the defensive left guard; 11 blocks the defensive left tackle; 9 blocks the defensive left line-backer. One blocks the defensive left end in.

In Diagram 13, the ball is snapped to 3 who fades back and passes to 1 or 5. Ten and 2 block the defensive left end. Four blocks the defensive right end. The center blocks until the pass is thrown, then goes down for a possible lateral.

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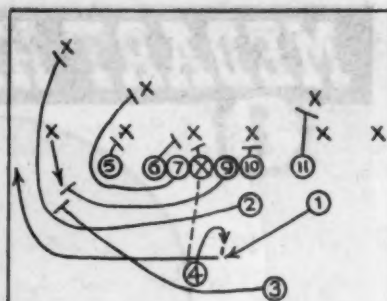
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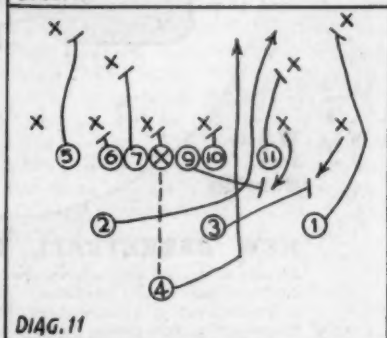
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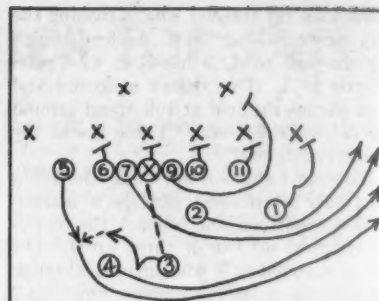
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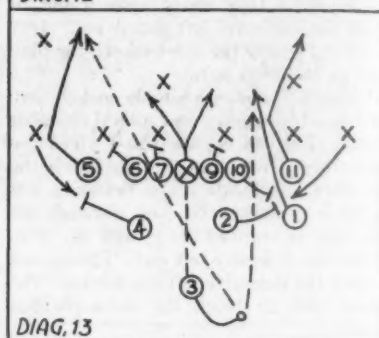
DIAG. 10



DIAG. 11



DIAG. 12



DIAG. 13

## Recent Trends in Physical Education and Their Influence on the Physical Educator

By Joe Resnick

Director of Physical Education  
Kokomo Junior College  
Kokomo, Indiana

**P**HYSICAL education has undergone many changes since its first introduction into the schools. In order to keep abreast with these changes, the progressive teacher of physical education must stop and reflect upon his work. Is he accomplishing his objectives in the light of present day standards, or has he bogged down and come to the conclusion that no improvements made in recent years are worth considering? A study of the trends in physical education will help the teacher solve his problem.

A definite trend in physical education is the acceptance of the physical examination preceding active participation in strenuous activity. A thorough examination is given each participant and such records are kept on file for future reference. The student is made aware of the fact that maintenance of good health is necessary to active participation. During the examination, various questions are asked concerning any previous illness, broken bones, operations, teeth infections, teeth extraction, ear and eye trouble, condition of the feet, and many other health

details. The student becomes health conscious. He has not taken the pains to consider all these details concerning his health and now he is brought face to face with the facts regarding his present state of health. A few suggestions are made to him concerning his diet. Is he eating the proper food and drinking enough water? Is he getting enough hours of sleep? What are the conditions under which he is sleeping? These questions and others reveal many significant things to both the student and the examiner. They stimulate the individual to think of himself as an organism which cannot be too greatly abused. He must observe certain health standards if he is to survive and maintain a fair degree of health.

The self consciousness developed by the physical examination is constructive in nature. Stress is laid upon the prevention of physical defects rather than upon their correction. This tendency places the responsibility for the maintenance of health upon the student rather than upon the examiner. The facts are placed before the individual. He is made conscious of the importance of these facts in relation to his health. He is told how to keep himself healthy and free from certain organic disturbances and illnesses. He emerges from the examination, a health-conscious individual.

Closely allied to the first trend is the progressive program, which takes account of individual differences in both achievement and improvement. The physical educator very soon becomes aware of the fact that some students reach their limitations sooner than others. To require all to reach a certain standard, which only the



more proficient could reach, would not only be unfair but also might result in harm to the student. The progressive physical educator will become fully aware of these limitations and adjust his standards to fit the ability of each individual. The teacher may make an analysis of his students and perhaps group similar ones together and have small group standards or, if necessary, have individual standards.

The use of the individual standard does not eliminate group competition because the individual could compete with his classmates in the improvement made from one period to another. This method of competition eliminates individual feelings of inferiority based upon previous achievement. The good performer would need to strive harder to become a better performer. He could not rest content because he entered the class so far advanced above the others that he could "loaf" his way through the course.

Correction and prevention of defects are also a part of the progressive program. Individual exercises, based upon the specific need of the individual, are a part of the program. These exercises may have many functions, such as: correction of flat feet, round shoulders, and other physical defects.

A third trend is required in intramural activity. This trend leaves no room for the "bleacher athlete." All school participation is the goal. A large variety of games is offered, fitting both the interest and the ability of the individuals participating. Competition is a device used to stimulate a wholesome interest in the activities offered. The individual has the opportunity of healthful activity under the supervision of a physical educator. The activity is healthful in that the individual's ability and interest is considered. All in all, this has a tendency to build school loyalty and spirit, as well as accomplishing health objectives.

Years ago, about the period 1900, it was believed that all physical education should be of a formal nature. Wands were used and other school gymnastics. There was no consideration of individual interest, ability or needs.

A decade later, interscholastic athletics came into prominence. The bleacher athlete was born and rivalry often reached a high pitch.

With the passing of the years, intramural athletics came into its own. Physical activity was now for the masses and not for the few only. This led to a later step which was to help produce and maintain health. The new emphasis was on



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total or all-around body development. In order to achieve this purpose, careful preparation was needed. It became necessary to know the large muscle areas and build the program accordingly.

The foregoing brief review of the influence of trends upon the physical educator is a part of what the progressive educator must keep in mind if he is to meet and solve his problems adequately. "The future of the country is in its youth," and the future of the youth is in the hands of the progressive physical educator.

## Football Offense of 1940 in the High Schools

(Continued from page 35)

the play. Three may receive a lateral.

In the off-tackle play from a single-wing, unbalanced line, Diagram 72, the ball is passed to 4 who takes four steps to the right and cuts inside the defensive left end. One and 11 team on the defensive left

tackle; 2 blocks the defensive left end. Eight and 3 lead the play.

In Diagram 73, the ball is snapped to 2 who hands it to the guard 7. One continues the spins and runs to the right. Seven breaks down the left side line with the ball.

In the running pass, diagrammed in 74, the ball is snapped to 4 who runs wide and forward-passes to 1. Ten blocks the defensive left tackle; 3 blocks the defensive left end in. Five, 11 and 1 go down.

(Continued on page 52)

# The Tufts Set Offense

By Arthur M. Cochran  
Basketball Coach, Tufts College

**T**WO years ago, while planning my offense for the season, I came across an interesting series of plays. These plays may be signaled for by the players as a result of passes and cuts. We employed this offense during the past two years with considerable success against teams using an orthodox man-to-man defense. As last year progressed, very few teams used a man-to-man defense against us because of the screens involved.

I do not have any doubt that this offense has been discovered before. Probably many coaches have found it. But for those who have not, I believe it is extremely interesting to see how systematic, and yet simple, an offense can be if we can be relatively certain where the defensive players will be stationed.

There are really two phases to be considered in learning the offense. I shall present first the plays themselves and in a following article, in the December issue, the alternatives that the individual players may use if an opponent attempts to out-smart the offense. There are also some simple drills that may be used in teaching this style of play. These drills may be made to incorporate every conceivable individual maneuver and may be used throughout the season.

All of the plays are based on fundamental passes and cuts that would be logically made by basketball players with even a minimum of experience. Only one of the plays involves four men and it is the simplest of all. Most of the plays involve three men.

The plays all begin from the floor position shown in Diagram 1 where three men are stationed on one side of the floor and two on the other. The center of the floor is kept clear. The sides can, of course, be termed strong side or weak side. Obviously the weak side can be on either side of the floor so that for practical purposes the number of possible plays is double that illustrated here.

For the first plays under discussion, we will assume that X5 has the ball. He has

three pass choices, the first to X4 who moves up to meet the ball. If there is no pass possible, X4 cuts back toward his corner and X2 moves out across the floor toward the area between X4 and X5. If there is no pass to X2, the third choice is to X3.

Let us assume that X5 makes the pass to X4. This serves as a signal to all of the players that a weak-side play is on.

**FOLLOWING** his graduation in 1932 from Tufts College where he played center on the basketball team for three years, Mr. Cochran has served his Alma Mater in the capacity of assistant basketball coach, varsity soccer coach and, since 1934, head basketball coach. Since 1937 he has been director also of student welfare and student organizations. Mr. Cochran's article in the December issue will deal with the alternatives for the set offense described in this issue.



Arthur M. Cochran

Everyone is waiting for the next signal, which will be made by X5; one, he cuts to the outside; two, he cuts to the inside; three, he cuts laterally across the floor; or four, he does not cut.

Suppose X5 cuts to the outside setting up a weak-side outside play. Seeing X5's cut to the outside, X1 will cut to the free-throw line. The orthodox play, which of course is used by many teams, is for the ball to go from X4 to X1 to X5 who has cut close to X4 to lose his man (Diagram 2); or X4 may pass to X5 as the latter is cutting by, as shown in Diagram 3. This is particularly effective if X5's opponent drops back toward the inside to cut off a possible pass from X4 to X1.

In Diagram 2, there is another alternative if X4 after passing to X1 cuts across the free-throw line to receive a return pass from X1. This should be an orthodox cut in this particular weak-side outside play, just as X3 should always cross the floor to X5's position in order to give better defensive balance in the case of an interception.

Let us go back to the beginning again and assume that X5 still has the ball. This time, after passing to X4, X5 cuts to the inside. This is as simple a play as there is in basketball but it works into this type of offense as well as into any involved play. (Diagram 4.) Naturally, if X5 gets the jump on his man, X4 will return the pass to him. When X1 sees X5 coming to the inside, X1 should not come out of his corner, or, if he has started out, he should retreat so that if X1's opponent covers X5, X1 will be in position to receive a pass under the basket. This play, for convenience, may be termed a weak-side inside.

Again for simplicity, let us assume that X5 has the ball and makes a pass to X4. This time X5 does not cut. The signal created by X5 not cutting, brings up a more deliberate screen than in most of the plays. X1 cuts from his corner to the outer half of the free-throw circle and stops. X2 drives very close to X1 and to-

ward the basket to receive a pass from X4 (Diagram 5).

Another play that X5 may start when he has the ball would result from a pass to X4 followed by X5 cutting laterally across the floor. X3 uses X5's cut to screen the former's opponent and X3 may drive toward the basket looking for a pass from X4. If X2 is playing wide and the floor is large, he too may take advantage of X5's screen (Diagram 6).

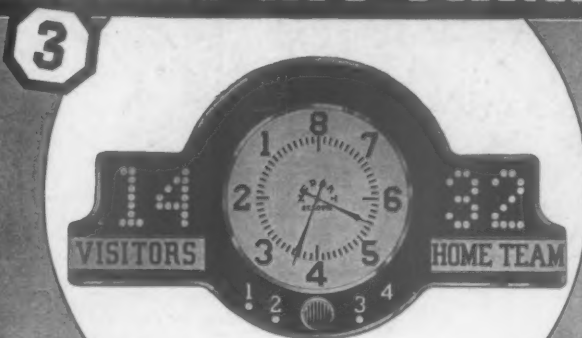
We have discussed four basic plays that may be originated by X5. Around these plays a great number of alternatives may be developed by the coach and eager players. Unfortunately, space and continuity of thought do not permit discussion of these plays here.

The plays thus far discussed are all based on X5's first pass choice. If, however, X5 did not pass to X4, the latter would retreat to his corner and X2 would move out for a pass. After passing to X2, X5 cuts directly toward his team mate, stopping within touching distance of him. X3, like the other players on the offense, catches the signal for a weak-side-to-middle-man play and cuts behind X5 closely enough to brush off his man. A loop pass from X2 to X3, as the latter cuts toward the goal, may develop into a score (Diagram 7). X2 should realize that only his own man can break up the play if it is properly executed. If X2's opponent drops back to cover for his team mate, X2 has a relatively easy shot or he may dribble toward the basket to create a two-on-one situation.

Again to return to our primary position, with the ball in X5's possession. If no pass has been made to X2, this player would have cut into the area between X4 and X5 creating a strong side on the right. We found the best move at this point was an exchange of positions by X2 and X4. If this is executed as illustrated in Diagram 8, X5 will have no trouble getting the ball to his team mate, in this case to X4.

To start another series of plays, let us assume that X5 has just passed the ball to X4 while X2 took over the corner position on the strong side. Many of these plays are identical with ones already discussed on the weak side. X5, after passing, may cut to the inside for a strong-side inside and receive a return pass from X4 (Diagram 9). Incidentally, if X4 does not deem it wise to return the ball to X5 because the latter has not shaken his man, another screen play is in order. X5 not receiving a pass, cuts toward the goal and then changes his direction to the opposite corner where he may serve as a screener for X1. X4 may find X1 open for a score as the latter cuts around the screen (Diagram 10). This play might have been used from the original weak-side set-up (Diagram 11). It is a follow-through play and is not used unless the simple pass and cut for a return pass is not open.

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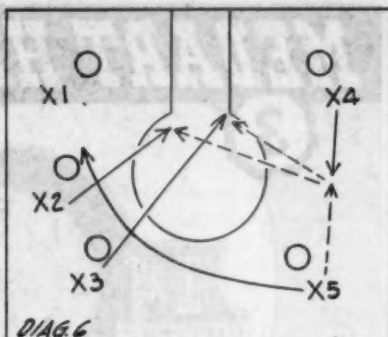
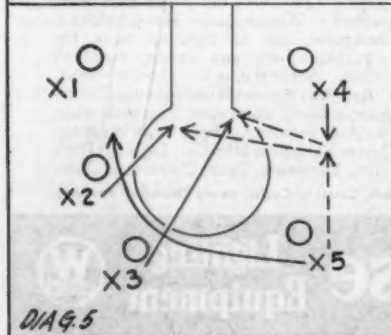
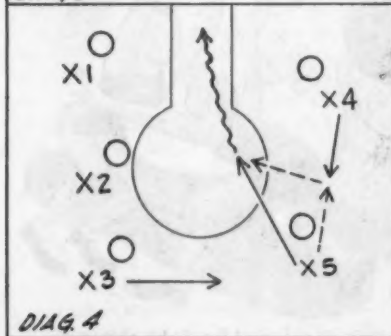
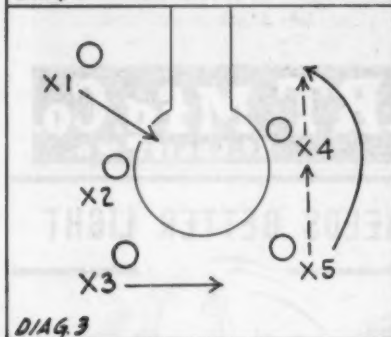
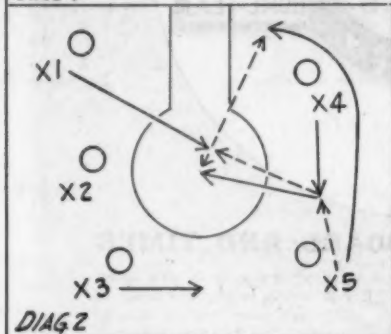
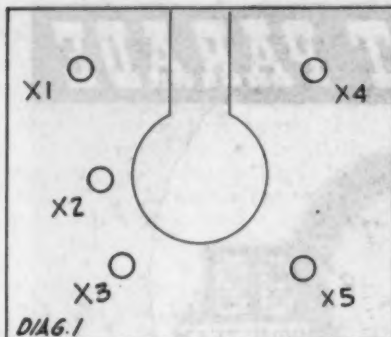
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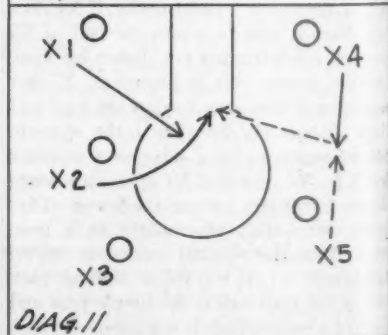
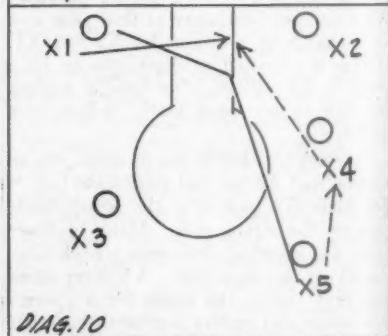
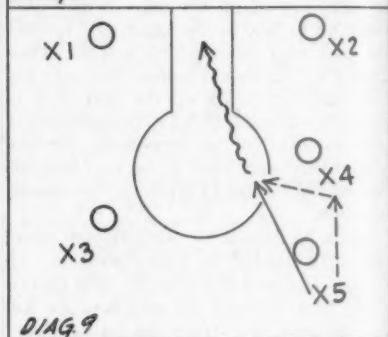
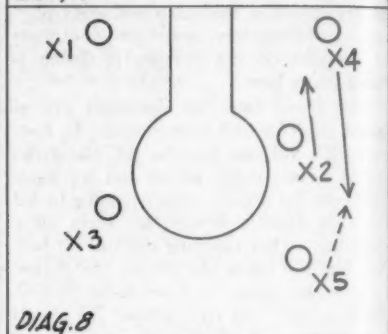
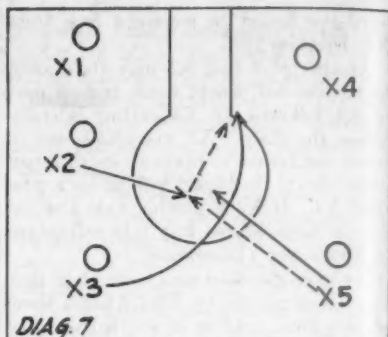
Let us start another play from the strong-side position. Again we have a repeater if X5 passes to X4 and cuts to the outside. The strong-side outside is similar to the weak-side outside. This time the ball travels from X5 to X4 to X1 to X5, or to X4. We found the timing on this play more difficult than on the weak-side. If X5 drifts down the side and then cuts hard toward the basket, the play will function better. (Diagram 12.)

Again we return to the outside position with X5 in possession. This time X5 passes to X4 and does not cut. The signal for a cross-side screen has been given. This appears as the most involved play of the group because it involves four players. But in truth it is the simplest and was so popular with my players that they often overdid it. The play is illustrated in Diagram 13. X4 seeing that X5 has not cut, returns the ball and cuts slowly across the floor toward X1. X5 then passes to X2 who passes to X1 who should be at that time coming around the screen set by X4. If a team's opponents have not scouted them well, this should be good for a basket the first time the team gets the ball in its possession.

Another repeat play might have been set by X5 as illustrated in Diagram 14. X5 passes to X4 and makes a lateral cut just inside X3's man. X3 catches his man in the screen and drives by for a pass from X4.

A simple play that may be used effectively against a tight playing defensive team is the strong-side running screen. X5 passes to X3, which, as I stated above, is his third pass choice and cuts directly for the end line. X4 and X2 cut close to X5 as he goes by and either may be in position for a pass from X3 (Diagram 15).

There are only a few more possible signals that can be created by passing and cutting. One of these is illustrated in Diagram 16. X5 passes across the floor to X3 and cuts toward and behind X3. The latter passes in to X1 who may find X5 free for a pass as he cuts down the side line. This play presents a great many alternatives for X1 when he receives the pass. It cannot be too frequently stressed that the use of alternatives gives more power to the offense. No player should be forced



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to go through with a play if an easier opportunity to score presents itself.

There is, I believe, only one more play for which X5 can signal. This play did not work too well for us but I offer it as a possibility because it completes the series of passes and cuts. In this case (Diagram 17), X5 again has the ball on the strong side. After passing across the floor to X3, X5 does not cut, thus setting up a signal for X2 to come out to the pivot post position. X3 passes to X2 at the post position and X3 and X5 cut alternately around X2. This is an orthodox basket play and has all the possibilities and alternatives that go with that play.

We found it wise not to use the play just described, because we had only one good pivot man and we could not be sure that he would be in the position occupied by X2. But there was a more fundamental reason. I felt that we had to have one pass that did not set up a play and this particular pass is usually made when the man in X5's position is in trouble. However, it cannot be overstressed to the players that any pass may be made at any time in an emergency. Smart ball players will realize when a team mate is in trouble and go to his rescue, knowing that no play can result from such an emergency pass. It is also wise for a player who passes with no intention of setting up a play, to call "No," or some other word to indicate that he has no intention to give a signal for a play.

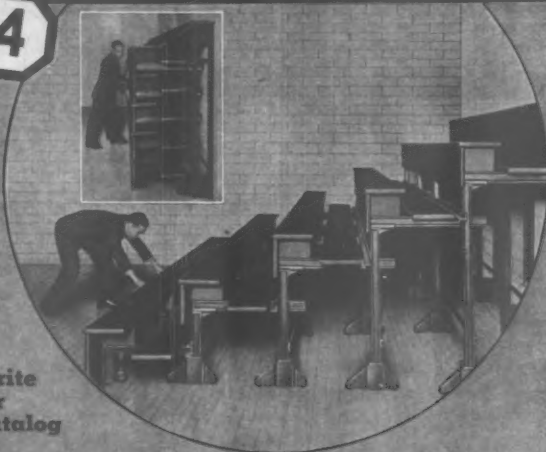
There is one other man who may set signals for his team mates; the man in the middle position on the strong side. In the case of the previous diagrams, it is X4. His pass choices result from his receiving the ball from X5 with the latter not cutting. X4's pass choices are to X2, X1, X3 and X5 in that order. If X4's opponent is not playing him too closely, he should turn and face his adversary. If X4 passes to X2, he may cut to the inside or not cut. A cut to the inside would call for a return pass as illustrated in Diagram 18. This is a simple pass-and-cut play and if a return pass is possible, it should be made. If it is not feasible, X4 crosses the floor and serves as a screen for X1 who comes around for a pass from X2 (Diagram 19). If no play results, the ball is passed outside and play is resumed with one of the outside men setting a signal.

Or if in our previous play X4 had passed to X2 and not cut, we would have had a repetition of the cross-side screen play. Seeing that X4 does not cut, X2 returns the ball to him and crosses the floor to screen for X1 (Diagram 20). It is wise not to overdo this play, so that if X2 has returned the ball to X4, X2 does not have to go across the floor. In the event that X2 does not cut, X4 has the ball again and has his second pass choice, which is to X1.

If X2 did not cross the floor, it must have been because X1's man was playing

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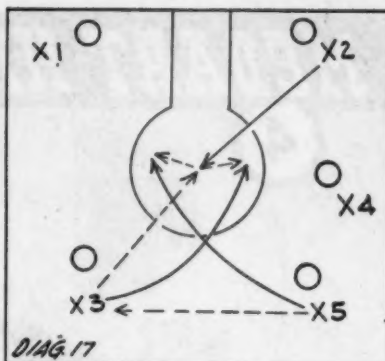
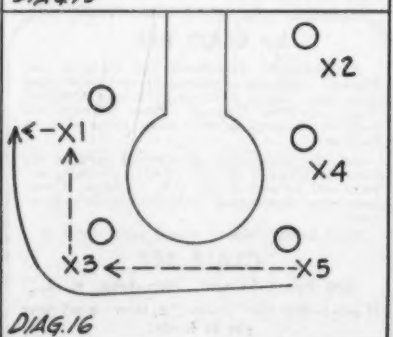
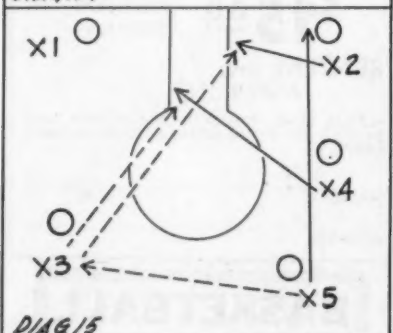
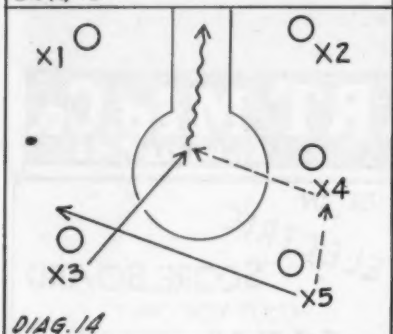
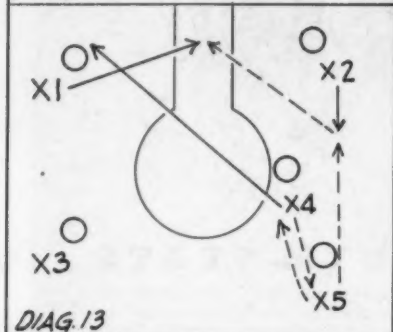
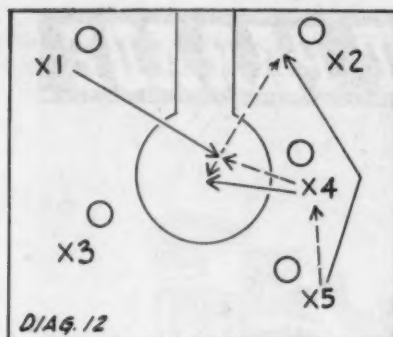
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out near the center of the floor so as to avoid the screen. Frequently X4 will find that he can throw a loop pass to X1 right under the basket; or a shot that does not quite get there is equally effective. We found this play a very effective counter-measure against teams that kept a man in the middle lane to cut off the screen plays. The pass is illustrated in Diagram 21.

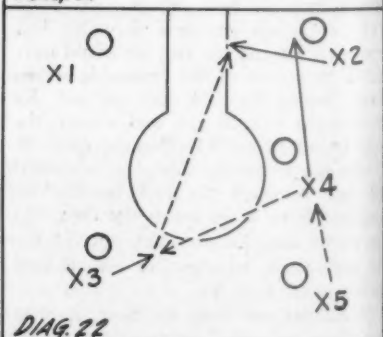
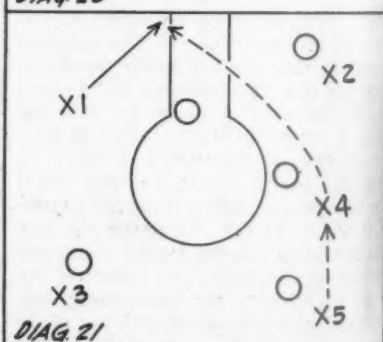
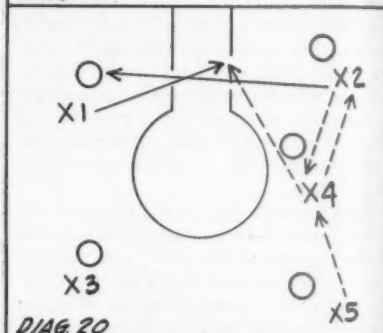
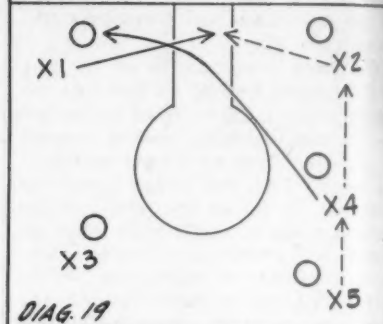
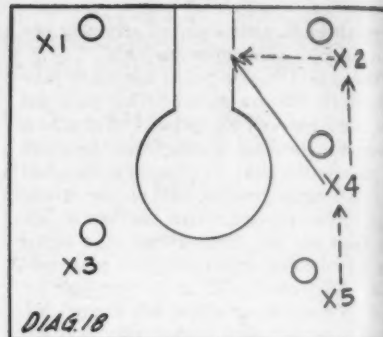
X4's third pass choice is to X3. It is to be used if X2's opponent is crowding X2. In this case (Diagram 22), X4 passes to X3 and cuts toward the end line. X2 uses X4's cut as a screen to free himself for a pass from X3. If X2's opponent does not play his man closely, X4 may pass to X2 and the latter can take his time to get set for a shot.

If X4 does not avail himself of any of these three choices, he should return the ball to X5 which, of course, serves as a signal for a cross-side screen as illustrated previously in Diagram 13.

Thus the series of plays and signals is completed. They are all simple plays and if the players once get the idea of the pattern involved, it will not take long for them to master the plays and many alternatives. This offense gives everyone connected with the team, information as to what is going to happen next. One point that I hope the reader has noticed is that there are only three men (or positions) who may set the signals. They are the two outside positions and the middle position on the strong-side. Any player on the team should be able to play every one of the spots.

Unless the coach has a long time to prepare for the opener, it is wise to give two or three of the plays for the first game and then add to the offense as the season progresses. A team takes a great amount of pride in having a set offense. I found it wise to give the players a general idea of the plan and then have them bring plays in to me for the next practice. As a matter of fact, one of the boys discovered a perfectly good play that had escaped my attention. It gave the players a great deal of pride to feel that they were developing their own offense.

The next article appearing in the December issue will deal with the alternatives for the set offense as outlined above.



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By Kurt W. Lenser  
Crane, Texas, High School

**T**HE coach of six-man football in a small school is confronted with many problems foreign to his brother mentor in a larger system. In addition to being charged with the responsibility of developing winning teams, he is in many cases teaching five or six solid subjects and serving in an administrative capacity. In a set-up like this, there is little time during the day for the six-man coach to organize his practices, and formulate his plans for the next game. There are many details in coaching football that need careful consideration before final conclusions are reached. This mental wrestling should be done at a time when the mind is fresh and clear. At night after practice the coach is usually too tired to think clearly. A good time for the coach to do his planning is early in the morning—he can do more sane, constructive thinking at this time of day than any other. Therefore, coach, set that alarm for 6:30 rather than 7:00—that half-hour will pay dividends.

Many six-man coaches are working with small squads, some with as few as eight or ten men, not enough for two full teams. Parks, Nebraska, one of the pioneer six-man schools, has played several seasons with only eight boys, and has won championships. In some towns coaches are able to enlist the services of boys who have graduated from high school to help on days when scrimmage is desired. There may be junior high or grade school boys who can fill in to complete another team. If such boys are not available, however, the coach will have to resort to other methods to develop the timing and execution of assignments on plays.

A blocking dummy, if one is available, may be used to represent a defensive player, preferably the center or safety. Since, however, the majority of six-man teams play both defensive ends charging, it is well to have these positions occupied by "live bait." One of the A-team wingmen might shift to a defensive end, that is, when practicing an end run to the right, the A-team left end might move over to the defensive left end. Then, when the same play is being run to the left, the offensive right end might shift to the defensive right end.

Since the defensive center usually does not charge across the line of scrimmage, but drifts with the play, the coach himself may occupy this position, and offer passive resistance to the man or men assigned to block him.

Posts set in the ground may be used to good advantage to represent defensive players. They should be covered with a

canvas bag or grain sack filled with mattress batting, straw, or other soft material. For example, when the coach is working with a ten-man squad, posts might be set in the ground in the positions normally occupied by the defensive center and safety.

A coach, whom I met at the 1940 Kansas Coaching School solved his problem of short-handedness in an interesting way. With only nine boys available, there were, of course, only three men for defensive duty. The A-team would run each play through four times. The first two times, the three defensive men would occupy the center, left end, and left halfback positions. The next two times, the three men on the defense would shift to right end, right halfback, and safety. This plan gave each offensive player two dummy and two "live-bait" practices on the particular assignment for each play.

In a small squad, there are usually two or three large boys, several medium-sized lads, and a number of midgets. In the majority of cases the B-team is composed of the latter. If twelve boys are available, and a good rough scrimmage is desired, equality of competition may be gained by running the A-team backfield with the B-team line, and vice versa. This is an excellent plan for a coach to use, when working on pass plays, both defensively and offensively. The A-team backs will be working against the first string linemen on covering, and the A-team linemen, when their team is on defense, will get some excellent practice rushing the A backs who are doing the passing.

To further equalize the A- and B-teams in scrimmage, the following points are recommended:

1. Let the kick-off line for the A-team be that team's own ten-yard line or goal

line, and the kick-off line for the B-team be the 40-yard line (mid-field).

2. Have the A-team quarterback inform the B-team what play will be used on each down.

3. Change the B-team requirement for yardage to ten yards for four downs.

4. Change the A-team requirement to twenty or twenty-five yards to be gained in four downs.

5. Double the yardage gained by the B-team. That is, if the scrubs gain six yards on a play, step off six more.

6. Double the yardage on A-team penalties—offside, ten yards, etc.

7. Score three points for the B-team every time an A-team player fumbles.

8. Score six points for every pass intercepted by the B-team.

9. Count the B-team scores double the points usually scored—touchdown twelve points, etc.

10. Give the ball to the B-team every time an A-team player is tackled behind the line of scrimmage, and downed.

On small squads there is a tendency for the first-string players to loaf, because of the lack of competition for positions. Six-man coaches report that this is one of the most difficult problems that they have to solve. In a situation like this, the coach must attempt to create a desire on the part of each boy to better his playing from game to game as the season progresses.

If the squad is large enough, there should be an understudy for every boy on the A-team. During a game, the boys on the bench should be required to observe the boy that they are understudying, and the part taken by that particular player in each offensive or defensive situation.

First of all, the understudy should know the plays, and the assignments of the player whom he may be called upon to replace. He should also study the opponents whom he will be assigned to handle if substituted. He should watch these players and endeavor to discover their strong points and weaknesses.

On a card provided for that purpose, Figure 1, he should keep a record of the player he is understudying. These cards may be distributed by the manager before the game begins. At the half, the manager may collect the cards and give them to the coach before he talks to the boys. These cards may enable the coach to discover a vital bit of information that may be the margin of victory in the ball game. The card furnishes him a complete picture of what each player has been doing.

Six-man football is an open game, and

GAME—Folk vs. Bern		Sept. 25, 1940
PLAYER—Joe Dorn	POSITION—Right End	
	FIRST HALF	SECOND HALF
BLOCKS	Hit XXXXXXXXX	XXXXXXX
TACKLES	Missed XXX Hit XXXXXX	XX XXXXXXX
OFFSIDE	Missed XX	XXXX
IN MOTION (BACKS)	XX	X
OUT OF POSITION (DEFENSE)	XX	X
FUMBLES	X	XX
POINTING ON PLAYS		
PENALTIES	Clipping	Holding
REMARKS:	Defensive left half is rushing up fast.	Going too deep on pass plays
	Defensive left end is drifting.	Playing too wide on defense.
	Joe too close to center.	

FIGURE 1.



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it is an easy task to follow the play of any one lineman or back. The players are motivated to work harder, so that their cards will look better, game after game.

Each six-man player should be im-

pressed with the fact that he is 16 $\frac{2}{3}$  per cent of the team, and that he must hold up his end of the burden on offense and defense. He should feel that he is representing his team, his school, and his community, in every play of the game, and

that the outcome of the game depends upon how he does his bit. It is important that the coach develop a fine spirit of competition and sportsmanship among his boys. This is what wins ball games and molds men.

# The Fine Points of Track Coaching

## The Shot Put

By B. H. Moore

Track Coach, Louisiana State University

**I**F I could say any one thing this morning that would be worth while, I would say, above all, teach relaxation. After you have taught relaxation, start all over again and teach more relaxation. After you have taught it the second time, then teach super-relaxation, because you will never have a good athlete until you get super-relaxation.

Jack Torrance was a great shot putter. He weighed 253 pounds when he was competing, but that was not what made him a good shot putter, although he held the world's record. He played outside tackle on our football team. He could go out and lead our fastest halfback around on a reverse, and was as good a center as I have ever seen on a basketball court for twenty minutes. *He was relaxed and he could run.* That is something else that I want you to remember. There never has been a good athlete who could not run.

I send my assistant track coach out with the freshman football squad in the fall of the year, and for the first six weeks we spend about thirty minutes a day trying to teach these football players especially the linemen how to run. You cannot have a good shot putter, a good discus thrower, or anything else until you teach your athletes how to relax and how to run.

I had a high hurdler this spring with much promise. I worked hard with him as he was very tense. I worked with him when he was in his freshman year trying to get him to relax and I worked with him about three weeks this spring. Finally after he took three hurdles and came back down, I said to him, "Now I am a busy man, and I am through coaching you. I have talked to you a whole year about relaxing, and you are still just as tense and tight as you were in the beginning. I am through coaching you and I want you to turn in your uniform." He said, "Coach, you do not mean to tell me I have to relax when I get down on the mark, and then relax on these hurdles? I thought you were just kidding." I walked off and left the boy. But he took it seriously and really went to work. In a month's time he was relaxed and doing very excellent work.

I watched one of the very great in his freshman year. He came to me after he had been working about three or four

*THIS article is the third of a series of informal discussions that were given at the annual meeting of the National Track Coaches Association held last June at the University of Minnesota. Many fine points in the coaching of the various track events are presented in these informal talks.*

weeks and asked me what he could do to improve. I said, "You have speed, courage, stamina, zest and willingness, but there is just one thing wrong. You are too tense. If you can run enough and work enough to get relaxed, you will be great." He went to work, and he was great.

Jack Torrance was just as loose and relaxed in the shot-put ring as he could be. He was a great athlete besides.

Do not think, coaches, you will have successful shot putters if they come out in the shot put and discus and put the shot fifteen or twenty or thirty times and then sit down on the grass and tell stories. They have to come out on the field and put the shot, then do considerable running and jumping, to build-up co-ordination and super-relaxation. Jack Torrance, weighing 253 pounds, took the broad jump at 20 feet. He could high jump 5 feet 10 inches and was a fast sprinter for about 30 yards. I have had three good shot putters besides Torrance. One of the other boys played tackle on the football team; he played three positions and was very fast and very active. I think this boy was the best shot putter that I have ever had; he weighed 185 pounds and was 5 feet 11 inches tall. Once or twice he hit 51.6. Normally this shot-putting game is a big man's game and you have to have a boy of fair size, around 200 pounds or more.

The first thing that I teach a shot putter is how to pick the shot up in his hands. In my opinion it has to be held with the fingers and not back on the pad of the hand. I think the middle joints of the fingers are the strongest. I had a physics professor come out to the track to prove that my theory was wrong, but after he watched a few shots he said, "Well, I believe you are right."

I think the fingers on the shot should be as close together as the putter can possibly keep them and still control the shot. I do not like to see the fingers spread out. You have noticed that baseball pitchers hold the ball with these two fingers; they

do not spread them, but they keep them fairly close together on the baseball. The putter should get the shot as high up on the hand as possible. Then he should step forward with his right foot and swing his left around and put the shot through and come through and step out with the right foot. He should step right out of the ring to get the thing called *reverse*. The first thing most of the boys are going to do is to come out on the field, pick up the shot and put it. When their hands get up, they reverse, and the 16-pound shot is up there in their hands pushing against them when both feet are off the ground. They do not get any leg drive at all. The two first important points for the shot putter to learn are the proper holding of the hand, and the stepping in and driving through of the leg. We work on the latter until we are absolutely sure that the boy is beginning to drive on through and is getting some drive off the front foot before we ever talk about travel or reverse.

The position of the arm and the manner in which the boy holds the shot on his shoulder are important. I like to tell the boy to place his elbow about halfway between the hip and the top of the shoulder. I like to take the left arm and flex the hand. If he stretches the arm out, it ties the muscles. If he drops the arm to keep it relaxed, when he comes through and drives, it is relaxed all the way through. We do a great amount of work on that one step of shot putting, stepping out of the circle to work on the drive of the front foot, that is, keeping the front foot on the ground so that the boy can get the maximum drive out of himself before he ever starts to travel. The chin must be kept well up.

After we have succeeded in getting the boy to drive off that front foot and put the shot out with his arm extended, driving on that foot, then we start letting him put the shot a little bit with reverse, jerking the left foot away and setting the right foot at about the place where the left one was formerly on the ground. The reverse will hinder him in the shot unless he has learned to time it properly.

The next step is for you coaches to teach the drive off the back leg that comes on up through the hip and through the shoulder. No one can put a 12-pound or 16-pound shot fifty feet with the arm alone. The shot is put with the legs, back, shoulders and the arm guiding it. The putter has to have leg drive, back drive, hip drive

and shoulder movements to put the shot. The leg should lift, drive, and come on up through the hip. You will never get a shot putter that rocks his hips and shoulders. If you do not understand and do not know how to teach that, you will never get a boy to do it. But if you can teach the boy to get his whole body, shoulders and hips rolling in behind his arm to get the shot out there, that is very important. I like to get it there before I coach any traveling. Keep the boy at the front of the circle and have him get the hip drive up so that he can get the big powerful muscles of his body in behind the shot, and not just the small muscles of the arm.

The next point to be taught is the travel, starting from the back of the circle. There are two distinct movements, and I do not know which is the better. Some of the shot putters come around with the body, roll and shoot the shot and arm straight through the movement. The movement of Torrance was more of a roll.

Do not let the boy get the idea that he has to be a fast sprinter across the shot-put circle. If he can travel fast and be perfectly co-ordinated and relaxed, he will be all right, but if he is tense, he will not do well. He must get back in the circle in position, and swing the left leg forward and back two or three times. His knee must be raised fairly high with good balance, and come back, making a figure eight. He should come out and roll the leg back. I like a good kick on the left leg as the shot goes across. I do not want the left leg dangling up in the air before the boy kicks himself across with his right foot, because when he does that, he completely straightens that leg out and he will never get it back down in the position to get his drive off. The putter has to help himself across with the leg, and when it comes out from behind, he has to kick it across. He should let his left leg pull him across so that he can still keep the crotch in the right leg.

## The High Jump

By Brutus Hamilton

Track Coach, University of California

IT might be interesting to briefly review some of the history of high jumping, and I do this with a motive in mind which I will bring out later.

It is quite a significant fact that the boys who hold the records for high jumping are not extremely tall. The shortest of the men is 5 feet 6 inches tall. The average height of all the high jumpers is less than 6 feet. In all the history of high jumping there has never been a great jumper as tall as 6 feet 6 inches, because there seems to be some law of compensation; when nature gives a man great height, she never gives him great spring, so I urge you men never to discard a high jumper merely because he is short. It is

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quite possible that he will turn out to be  
a champion.

Tomorrow you will see twenty high  
jumpers, and twenty kinds of form. You  
will see certain fundamentals which are  
followed by all of these jumpers, namely,  
relaxation and easy running. One boy used  
to take three or four long, easy strides,  
walking strides, before he went into his  
run, and then he ran for four or five  
strides and made his jump. Some boys  
will start out walking for twenty-five or  
thirty feet and then run with the regular  
even strides. Others will start twenty-five  
or thirty feet back and put in two or three  
hops on the way up. All of the great  
jumpers take off from the bar from ap-  
proximately twenty inches to two feet;  
they get a terrific upward lift, with the  
weight of the body well over the jumping  
foot. Then they go into all kinds of con-  
tortions. Some use the western roll, some  
the upside-down roll, some the swing,  
some the forward roll, but all of them who  
are great jumpers lift no one part of the  
body too high at the expense of some other  
part of the body.

In 1933 the rules were changed in the  
high jump. This made it possible for a  
man to have a fair jump as long as he  
took off with one foot. Prior to that time  
it was a foul jump if the head went over  
the bar first, or if the hips were higher  
than the head. This change in the rules  
has brought about changes in form, and  
I think it is only a question of time until  
higher jumping than you see now will fol-  
low. I think about the most economical  
form of all for a boy to learn is the up-

side-down roll. You will see several of the  
jumpers use this form tomorrow. One of  
the finest exponents of this is the boy from  
Michigan, and I urge you to watch him  
tomorrow. He gets the finest shoulder-  
lift in his jump of any jumper I have  
seen.

A high jumper first of all must have  
spring and competitive ability. In close  
competition such as we will have here to-  
morrow, competitive ability is most essen-  
tial. He must have poise also. He can-  
not let a wet day, a raw wind in his face,  
or the fact that Jones made a record be-  
fore him worry him. He must have poise.  
I think sometimes we coddle our high  
jumpers too much. I think it is well to  
bear in mind that the boys must have  
some exercises, some conditioning other  
than jumping. I know of nothing else to  
say about high jumping except to urge  
you to watch the methods, study the  
forms, and if possible, get slow-motion pic-  
tures of these jumpers. I will venture to  
say that you will notice that they get a  
good straight uplift and a layout over the  
bar in one way or another.

One of the most common faults that a  
high jumper must guard against is duck-  
ing into the bar rather than going in with  
a straight uplift. A man must come to  
the bar and jump straight up first, then  
throw his hips out so that he may get a  
layout over the bar. Always be sure,  
coaches, that the boys are relaxed.

I believe that it is our duty to see that  
the boy lands in a way that is safe. I  
have seen jumpers land flat on their backs  
and in all manner of ways. We must not  
let them hurt themselves.

## Football Offense of 1940 in the High Schools

(Continued from page 42)

### Virginia

In the off-tackle play from a balanced  
line, Diagram 75, the ball is snapped to 4  
who takes four steps to the right, then cuts  
inside the defensive left end. Eleven and 1  
team on the defensive left tackle to drive  
him in; 2 blocks the defensive left end.  
Nine and 3 lead the play.

### Washington

Diagram 76 shows a spinner play in  
which the ball is snapped to 2 who spins,  
faking the ball to 1. Two completes the  
spin and drives inside the defensive right  
tackle, his right tackle 10 leading the play.  
The left end 5 feints a block at the defen-  
sive right tackle and takes the right line-  
backer. Three blocks the defensive right  
tackle.

Diagram 77 shows a fake double-reverse  
pass. The ball is snapped to 3 who fakes  
to 1 and 4 and then drives into the line.

Just before he gets to the line, he hands  
the ball to 2 who runs straight back and  
passes to either end. The apparent lack  
of protection for the passer is overcome  
by the speed of the play and the deception  
employed by the wing-backs who hold the  
ends in place.

In the lateral-pass play from a double-  
wing formation, Diagram 78, the ball is  
snapped to the fullback 3 who does a com-  
plete reverse, and passes quickly to the  
left end 5. The lateral may go to 11, 4  
or 1. The success of the play depends on  
the deception. The play, to all appear-  
ances, starts like a simple reverse off  
tackle.

### West Virginia

Diagram 79 shows a reverse from a  
short punt formation. The ball is snapped  
to 2 who gives it to 3 for a quick reverse  
around end. Five blocks the defensive  
right tackle in; 4 and 7 take the defensive  
right end in. Nine leads the play.



In Diagram 80, the ball is snapped to 2 who fakes to give it to 3 and gives it to 1. One goes outside the defensive right tackle. Five takes the defensive right tackle in and 7 blocks the defensive right end out. Nine and 4 lead the play.

#### Wisconsin

In the mousetrap play on the right guard, Diagram 81, the ball is snapped to 4 who takes two steps to the right, then cuts between the guards. Two traps the defensive right guard; 6 blocks the defensive right tackle; 5 takes the right end. The center 7 blocks the defensive right line-backer. Eight blocks the defensive left line-backer; 9 and 10 team on the defensive left tackle. Three leads the play.

#### Wyoming

In Diagram 82, the ball is passed to 3 who gives it to 2 as he drives into the line. Nine and 10 team on the defensive left guard; 7 and 8 team on the defensive right guard; 4 takes the defensive right line-backer and 1 takes the left line-backer. Occasionally 3 fades back and throws a short pass to 2.

## Athletics and the National Defense

(Continued from page 10)

ation and athletic activities for the other members of the community in the evenings, on Saturdays and throughout the summer months.

Some cities outside the state of Minnesota have been successful in establishing organizations equipped to carry on work along the lines indicated. In Austin, Texas, the work is to a large extent, under the direction of the city manager, Major Morgan, who recently has been drafted to assist in the selective service work in Washington.

If the several communities were to work out some plan similar to that which has been so successfully operated in Minnesota, these communities, it might be suggested, could volunteer to assist young men who have been drafted but who have not yet been inducted into service by giving them preliminary training. This means that, if a number of draftees in your community knew that they would probably be called to the colors two or three months from now and, if these men knew that their community would help them by providing a course of training, these soldiers-to-be would, it may be assumed, welcome the opportunity of getting themselves in shape before reporting for service.

These are but a few suggestions regarding the general matter of athletics and national defense.

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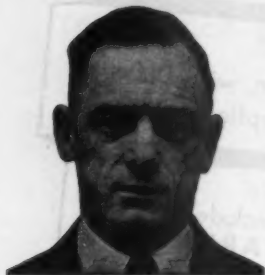
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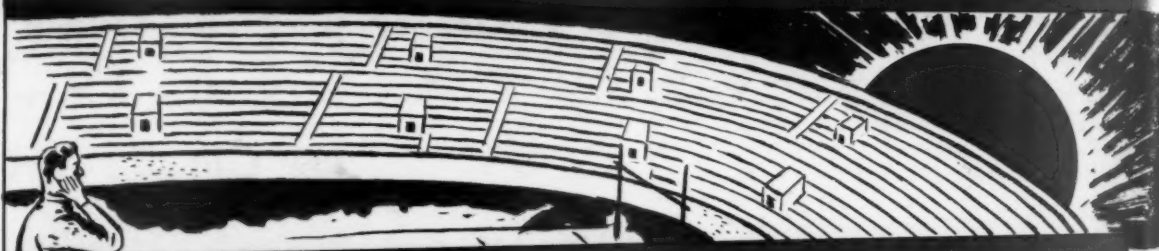
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